DOCUMENT RESUME

ED 201 755 CE 028 652

TITLE Career Awareness and Job Placement for Early School Leavers and Adults. Final Report.
INSTITUTION Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.; Special School District of Fort Smith, Ark.
PUB DATE Jun 80
NOTE 102p.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Adult Education; Adults; *Career Awareness; Career Counseling; Counselor Role; *Dropouts; *Guidance Programs; *Job Placement; *Program Development; Program Effectiveness; School Counseling; Secondary Education
IDENTIFIERS Arkansas (Fort Smith)

ABSTRACT

A project was designed to expand the career guidance, counseling, placement, and follow-up services for early school leavers and adults in Fort Smith, Arkansas. A project coordinator met with staff at various schools to develop ways to expand career service for early school leavers. Students with high rates of absenteeism or discipline problems were given special counseling sessions. Project activities included required career orientation sessions at a career lab; weekly meeting by administrators, counselors, and students featuring information on careers in which students expressed special interest; dissemination of information about career lab resources; development of a slide presentation; and development of a job data bank. During the course of the 21-month project, the project coordinator worked with a total of 471 students and an additional number of adults at the city adult education center, made a total of 285 home visits, and found employment for 82 high school students. The project proved so successful that programs developed through the project will be continued and a second program will be added at another school. (The bulk of the report contains activity and dissemination materials developed through the project.) (MN)

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CAREER AWARENESS AND JOB PLACEMENT FOR EARLY SCHOOL LEAVERS AND ADULTS

FINAL REPORT

CONDUCTED BY
SPECIAL SCHOOL DISTRICT OF FORT SMITH
FORT SMITH, ARKANSAS

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DIVISION OF VOCATIONAL-TECHNICAL-ADULT EDUCATION, ARKANSAS
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Funded under the provisions of the Vocational Amendments of 1976,
PL 94-482 Sub-Part III

June, 1980

CE 028 652

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PROJECT SUMMARY AND RECOMMENDATIONS

PROJECT SUMMARY AND RECOMMENDATIONS

In August, 1978, a coordinator was employed to carry out the assignment as outlined in the proposal, Career Awareness and Job Placement for Early School Leavers and Adults in Fort Smith. After a time for familiarization with the project, he began preparing the Career Lab, meeting with school personnel, and establishing contacts with the business and industry personnel.

Strategies were developed to aid in the identification of potential dropouts. Students with a high rate of absenteeism and those who were discipline problems were contacted by the coordinator before they were dropped from school. He worked with school principals, counselors, social workers, and teachers in an effort to help alleviate problems and to develop ways of working with these students. In counseling sessions with the students, he discussed options with them, including enrollment at the Adult Education Center in one of three programs--the alter native program, the diploma completion, or the GED program. They were also informed of the services of the Career Lab/Job Placement program.

In the duration of the project (21 months), he worked with a total of 471 students, not including adult students at the Center. He made a total of 285 home visits, and found employment for eight-two high school students.

Career Orientation was a required assignment for those enrolled at the center. It was available for others who wanted to participate. This was an effort to encourage students to remain in a school setting and to become more aware of occupational choices, and hopefully to return to the school from which they had been dismissed.

teachers and counselors, and the materials were widely utilized. It was at the request of the teachers that the coordinator accumulated material for and reproduced a bibliography of career materials.

A slide presentation was developed and presented to numerous civic groups. This included materials on non-traditional careers. An Advisory Council was organized and met quarterly.

A job data bank was developed and maintained and used in conjunction with a mocro-fiche reader provided by the Employment Security Division. Listings of job openings were updated daily. These were shared on a regular basis with teachers and counselors. Six social agencies made regular use of the job placement facilities in an effort to find employment for the individuals they served. Development of the job data bank provided excellent opportunities to meet with and develop important community linkages.

In addition to working with the junior and senior students, adult students at the Adult Education Center utilized the career information services. Forty-two adults were placed on jobs during the project, twenty-eight during the first year, fourteen the second year. The downtown in the economy resulting in a large number of layoffs decreased the effectiveness of the job placement services during the spring of the 1979-80 term.

One of the excellent outgrowths of the program was the placement of a Career Education Program through Project CAP at Cook Elementary School. This proved so successful that a second program will be added at Fairview School during the 1980-81 school term.

The programs developed through the project will be continued. The one difficulty with the proposal as written is that there should have been more than one person attempting to carry it out. Involvement

Career orientation sessions were held in the Career Lab, utilizing the Curriculum Guide, as well as other materials, that had been developed and field-tested during the first year of the project. The guide and career materials were shared with counselors, teachers, and social agencies throughout the project. These sessions averaged fourteen students daily. In addition to career exploration and orientation, the coordinator found this to be an excellent time to work with the students on personal problems affecting their behavior and poor attendance.

The coordinator met weekly with the counselors, teachers, and students at the Rogers Dropout Prevention Center. Each week he made a presentation to the students featuring information on careers in which they had expressed interest.

In an effort to identify potential dropouts at an early age, the coordinator met with four elementary principals two weeks prior to the opening of the 1979-80 school term. These principals provided a listing of those students who had had problems in attendance and/or behavior while they were enrolled in their schools, especially at the sixth grade level. The coordinator worked with junior high school personnel regarding these students that had been judged potential dropouts and set up weekly conferences with these students concerning their school progress and attitudes. This program worked well, and will continue to be utilized.

During the time the project was in operation, the Career Lab was visited by county judges, school superintendents, guidance counselors, social workers and countless classroom teachers. Knowledge of the Career Lab and the availability of materials was made known to all

with the disenchanted, disruptive students requires more time and effort.

During the next school year, the program will be carried on; however, there will be two locations and two individuals involved. The project coordinator has been reassigned to the Rogers Dropout Prevention Center, where he will carry on the strategies he worked out during the past two years. He will have the ESD micro-fiche reader and the job data bank, as well as the Curriculum Guide and materials developed.

The Career Lab will be maintained at the Adult Education Center and will utilize the same materials, as well as a job data bank. A micro-fiche reader has been purchased and the ESD listings will be received daily. The lab will be staffed by an employee of the Adult Center, and it is anticipated that more work will continue in the area of job development. High school students will be encouraged to use it.

More emphasis is being placed on the quality of alternative programs, and the strategies developed during the project will continue to be utilized.

The Special School District of Fort Smith is appreciative of the opportunity of having this program. It has laid the groundwork for considerable improvement in ways of working with the early school leavers and adults.

NOTE: Some of the supplemental materials used in the project are not included in this report.

PROJECT NARRATIVE

Statement of the Problem

Many youth and adults of today are confronted by multiple problems--economic, educational, psychological, and often physical. They face difficult life problems in a society which they experience as alien and unresponsive, with few, if any, vehicles for their own personal development. Thus, they often become social problems themselves, dropping out of high school, becoming involved in drug abuse, and engaging in various forms of anti-social and unproductive behavior. These students achieve far below their potential, resist administrative and teacher authority, and usually establish a pattern of irregular school attendance.

Motivation, in the traditional definition, is misdirected or totally lacking. Their personal histories show little evidence of successful adjustment to life. Prospects for their futures, as productive workers, seem bleak indeed. All too often, the result is that they join the welfare rolls, or embrace a life of crime, eventually leading to incarceration, both of which are economic drains on society.

These persons require a great deal of assistance in acquiring relevant information about the world of work and developing skills for entering the labor force effectively. They need help in dealing with the many complex psycho-social problems, which if not dealt with effectively will prevent them from taking full advantage of any education, training, or employment opportunities.

Like other school districts throughout the nation, the Fort Smith Special School District has its share of disinterested, disenchanted, and

disruptive students who because of non-attendance, disinterest, or disruptive behavior either drop out of school or are suspended by school authorities. This results in a group of people who receive little or no attention as far as career orientation and job placement are concerned. Local school officials have recognized the situation that exists and have dedicated themselves to improving the services and experiences that will enable youth and adults to develop their potentialities.

It is the intent of this proposal to expand the career guidance services and to focus on approaches which will provide assistance to both in-school and out-of-school individuals in the city. The project would utilize certain educational facilities as well as numerous businesses and social agencies in the community.

Background

In making a commitment to serving the early school leavers and adults, the board of directors and administration of the Fort Smith Special School District have already initiated at least two programs which serve as alternative educational settings.

In 197[illegible], a full-time facility was established to serve undereducated adults, non-readers through high school. Adults sixteen years of age and over may enroll in these programs. During the past school year, 1,322 adults sixteen years of age and over were served. In terms of numbers enrolled, the age group with the largest representation was that of 21-28. However, there were 265 young people between the ages of sixteen and twenty-one served during that year. In connection with this program, there is a limited amount of job placement occurring incidentally. There is not a staff person charged with this responsibility; therefore the service is not available to many people who need this assistance. It is evident

that individuals enrolling in the adult education program have not received sufficient assistance in clarifying their vocational and educational goals in dealing with the many difficult life problems which interfere with their training and employability. A considerable number of adults who enroll at the center have done so on referral from the Employment Security Division.

In the same setting, a diploma completion program (or alternate high school) was established in the fall of 1977. This program provides an opportunity for students who had been dropped from Northside and Southside High Schools for non-attendance or as a disciplinary action to earn Carnegie Units required for their graduation. This permits these students to make progress in order that they will be eligible to graduate (if the remainder of their work is satisfactory) with their classmates.

As with any new undertaking, it was necessary to begin with only a small group. Thirteen students were enrolled in the program during the first semester as the plan did not become operative until late November. It is expected that the program will increase both in size and service with each semester. A recent survey indicated that during the first semester of this school year, 212 students were dropped from the two local high schools for non-attendance or disciplinary actions. All of these would have been potential students for the alternate program if the school had been in operation.

The goal of this program is to return these students to the regular high school setting, with not only academic preparation sufficient enough to permit them to be graduated at the proper time, but with noted improvement in the students' backgrounds as far as basic skills are concerned, and hopefully positive changes in attitudes and behaviors.

Strong points of the program include the following:

(1) A teaching staff familiar with problems of disruptive and disinterested youth and adults.

(2) A low ratio between teachers and students.

(3) Individualized, prescription programs in English and mathematics.

(4) Individualized reading programs.

(5) Involvement (where possible) of parents.

(6) Coordination with high schools, school district pupil personnel office, and certain social agencies.

The weaknesses include the lack of personnel to provide career guidance and job placement services; and the limitation on the number of academic offerings.

In addition to these programs, there are over twenty work-study supervisors and at lease ten counselors working with students at Northside and Southside High Schools. These educators are working with students without the benefit of any coordination of efforts regarding job placement and career guidance services.

Need for Project

It is clear that more attention should be directed toward early school leavers and the adult population in regard to career guidance and job placement services. The need for additional educational and counseling services has been demonstrated by the indication of the number of students dropped from the two high schools first semester for non-attendance and disciplinary reasons and the number of adults who attend adult education programs.

Strategies should be developed for providing meaningful guidance to out-of-school youth and adults. Realistically, these will have to be

developed on a trial and error basis, as there is no strategy that will work with all individuals.

Most communities have a vast reserve of human and physical resources available, such as news media, school and community-based personnel, retirees, and various training facilities. These community resources should be tapped and utilized.

Vocational counseling with emphasis on career guidance is a complex process, combining an understanding of the emotional, cognitive, and skill development of the individual with information about the world of work and the realities of the job market. It requires skillful, trained personnel.

It is generally true that unless students' motivation for participating in an educational program are reinforced with visible signs of progress toward their goals, they will not benefit from the programs offered. This requires not only considerable knowledge on the part of the person employed, but also an understanding of how to use it. For these reasons, the person employed to coordinate such a program must be carefully selected, with a view toward previous education and experience and evidence of his or her ability to establish rapport with people of all ages.

Purpose and Objectives

The overall purpose of this project is to develop a school-community plan of action for coordinating meaningful educational and occupational experiences for potential and actual early school leavers. This project is designed to explore strategies and alternative solutions for providing career guidance and job placement services to identified target groups.

Project Objectives

Specifically, the objectives of the project will be the following:

(1) To provide career counseling and job placement services to identified target groups.

(2) To develop and reproduce a curriculum guide that will assist the learners to explore their own interests and abilities and relate them to occupational fields, jobs of interest, and training programs.

(3) To establish a career lab in which students can search out information regarding careers on their own. Emphasis will be placed on materials which will assist students in identifying and responding to changes in roles and responsibilities, especially those of a non-sexist nature. (It is anticipated that Ms. Linda Beene, manager of the newly-created Vocational Educational Equity Program, Arkansas Department of Education, will be a valuable resource for this activity.)

(4) To develop linkage between the school and community, identify resources, and establish contact with local employment agencies, businesses, etc.

(5) To provide job placement services for target groups in cooperation with Employment Security Division.

(6) To coordinate job placement activities with local high schools to avoid duplication of efforts by establishing a system whereby counselors and work-study supervisors can exchange information and resources pertaining to career/vocational education, and available job opportunities.

The performance objectives for the proposed program activities are as follows:

(1) The project staff will demonstrate ability to expand career guidance services which will be meaningful to early school leavers and potential leavers. It is expected that (a) needs of the target population will be assessed and analyzed, (b) strategies will be developed for effectively meeting the identified needs, (c) a plan of action will be implemented and (d) at least 75 percent of the participants will respond favorably to the expanded services as evidenced by evaluation reports.

(2) The project staff will demonstrate ability to establish and coordinate job placement and follow-up activities for the target populations. It is expected that (a) 100 percent of the counselors and cooperative coordinators will be involved with the system, (b) an advisory committee will be organized which includes a representative from ESD, (c) a placement design will be planned and implemented, (d) 100 percent of the students in the program will be aware of the placement services and (e) 70 percent of those desiring placement assistance will be satisfactorily placed.

Proposed Project Plan

This proposed project is designed to expand the career guidance, counseling, placement, and follow-up services in the Fort Smith Public Schools with primary emphasis on early school leavers and adults. The rationale for this research and development endeavor is based to a great extent on the high number of students who are exiting prior to graduation. The Fort Smith School District has placed a high priority on adult education and would like to develop strategies for more effectively serving the above target groups who have been so often overlooked.

It is proposed that a well-qualified individual be employed on a twelve month basis for a two-year period to serve the needs of the groups mentioned. This person would be working out of an office at the Peabody Building, where the educational facilities for suspended high school students and undereducated adults are provided.

The individual employed should have wide knowledge regarding the world of work in general and should be familiar with the local job market and employment opportunities. Also, this person must be familiar with the various community agencies and resources and should be able to develop a program of classroom instruction in the area of career exploration and orientation.

Target groups have been identified and an order of priority established for the project as follows:

(1) Early school leavers enrolled in the alternate high school.

(2) Youth and adults enrolled in the adult education program.

(3) In-school youth as far as job placement is concerned. Referrals will be made by counselors and teachers. Self-referral will also be possible.

(4) Early school leavers and adults who are not enrolled in any school programs, if referred by Employment Security Division.

(5) Potential school dropouts as identified by counselors and instructors in their present school setting.

Duties of the coordinator in carrying out these objectives as identified would include the following:

(1) Plan and develop a career guidance curriculum that will assist learners to explore their own interests and abilities, and relate them to occupational fields, jobs of interest, and training programs.

(2) Provide liaison between the schools and community businesses, social agencies, and other community resources.

(3) Organize and coordinate a job placement program to serve youth and adults both in and out of school.

(4) Assist the learners to plan their time to achieve personal and vocational goals, and develop strategies and habits that would aid in keeping a job.

(5) Coordinate job placement activities with local high schools to avoid duplication of effort.

(6) Assist in the development of a career lab.

(7) Any other tasks which may be essential to carrying out activities of the project, including record keeping, form preparation, etc.

Much of the first year will be devoted to planning, developing, and testing strategies to effectively meet the needs of the target groups. Before solutions can be determined, the problems and needs must be clearly identified. The project coordinator, in consultation with others, will develop procedures for determining the needs and problems of the referrals. As the referrals are submitted, the project coordinator will contact these individuals, identify their major problems, and plan solutions. The career guidance, counseling, placement, and follow-up services will be individualized to the maximum extent possible.

Several strategies will be used to provide meaningful experiences for these individuals. A major task will be developing curriculum materials that

will assist the learners to explore their own interests and abilities and relate them to occupational fields, jobs of interest, and training programs. This will be augmented by a career lab, resource speakers, study trips, and other meaningful experiences. Throughout the process, individuals will be made aware of opportunities in non-traditional careers.

One of the first tasks in setting up a career awareness lab will be determining what media, materials, and supplies will best serve the needs of the target population. Hopefully, these decisions can be made and order processed during the time that the curriculum is being developed, therefore eliminating some lag time.

Efforts will be made to identify research findings and relevant projects which would enhance our endeavors. For instance, there are some career education, vocational education, and Comprehensive Employment and Training Act (CETA) projects being funded which probably would be applicable for the individuals at Fort Smith.

The curriculum will be validated through a panel of experts, field testing, etc. Various instruments will be identified or developed for collecting pertinent information on the project. Additional details are discussed under "Evaluation."

The second year of the project will focus more on implementation of the career guidance services and placement activities. Although schools often do not view placement as a role of education, actually it should be a serious consideration in the educational process. Effective placement services are especially important for early school leavers. Educators need to work in close consultation with the ESD and other employment agencies because placement is a primary function for them. It is not the intent of this project to bypass these agencies but rather to work cooperatively with them. There

will be an advisory committee to assist in developing appropriate strategies in placement and follow-up. The ESD will be an important link in this process.

The project coordinator along with other staff will devote much time to coordination of activities, services and resources between the school and community. Following this proposed project plan narrative are activities for achievement of the objectives.

It is anticipated that this project will culminate with a model design with successful strategies for expanding career guidance, counseling, placement and follow-up services to early school leavers and adults. This model design will consist of a visual model and a narration describing step by step the implementation process.

Activity Timetable

The activities below are listed for achievement of Objective Number 1.

Activity 1.1

By September 1, 1978, the Fort Smith School District will employ a project coordinatior.

Activity 1.2

By October 1, 1978, the project coordinator will initiate individual and staff conferences with the adult education personnel and counselors from the two high schools regarding expanded career guidance services for early school leavers.

Activity 1.3

By October 15, 1978, the project staff in consultation with others will begin identifying the needs and problems of early school leavers.

Activity 1.4

By November 15, 1978, the project staff will analyze the identified needs and provide meaningful career guidance experiences to alleviate these needs.

Activity 1.5

By December 15, 1978, the project coordinator in cooperation with the project director will begin preparation on a curriculum guide that will assist the target populations to explore their capabilities and relate them to occupational fields, jobs of interest and training programs.

Activity 1.6

Beginning in September 1978, the project coordinatior will initiate plans for the development of a career laboratory.

Activity 1.7

By May 1, 1979, the curriculum guide will be revised, if necessary.

Activity 1.8

During the spring of 1979, the project coordinator will validate the curriculum materials through fields testing, a panel of experts' critique, and other appropriate means.

Activity 1.9

Throughout the project, the project staff will make necessary revisions in the materials, services, and experiences.

Activity 1.10

Throughout the project, the coordinator will contact early school leavers as identified by the Fort Smith School District.

Activity 1.11

By September 1, 1979, a plan of action for providing meaningful experiences for early school leavers will be implemented during the 1979-80 school year.

Activity 1.12

By February 1, 1980, the project staff will develop a questionnaire to ascertain the effectiveness of career guidance services.

Activity 1.13

By the end of the project, the coordinator will administer to all participating early school leavers the questionnaire regarding the effectiveness of the expeanded guidance services.

The activities below are listed for achievement of Objective number 2.

Activity 2.1

By October 15, 1978, the project coordinator will establish linkage with community agencies, civic groups, etc. regarding the project objectives and activities.

Activity 2.2

By October 15, 1978, the project coordinator will meet with the counselors and cooperative education (work experience) coordinators regarding plans for a job placement system.

Activity 2.3

By December 1, 1978, the project coordinator will organize an advisory body which includes a representative from the ESD.

Activity 2.4

By December 1, 1978, the project staff will begin development of a job placement and follow-up model system to serve target groups.

Activity 2.5

By February 15, 1979, the project coordinator will initiate a job bank file with cards on those interested in employment and employers with job openings.

Activity 2.6

By May 1, 1979, the project staff will design a placement system for implementation with target population members interested in employment.

Activity 2.7

During the project, the staff will establish procedures to work with potential dropouts as identified by high school counselors and school officials.

Activity 2.8

Throughout the project, the project staff will assist learners to plan their time to achieve personal and vocational goals and develop strategies and habits that would aid in keeping a job.

Activity 2.9

By or before June 1, 1978, the project coordinator will initiate the placement system and coordinate all job placement activities with local high schools to avoid duplication of effort.

Activity 2.10

Throughout the project, the project staff will utilize the Employment Security Division to the maximum extent possible and cooperate with them in providing job placement services.

Activity 2.11

Throughout the project, the project coordinator will maintain liaison between the schools, business/industry, social agencies and other community groups.

Activity 2.12

By January 15, 1980, the project staff will analyze the records of the placement system and evaluate the effectiveness of the placement services.

Activity 2.13

By March 1, 1980, the project staff will conduct a follow-up survey to determine the extent that participating individuals were satisfied with the placement services provided.

Activity 2.14

By the end of the project, the staff will finalize a placement model for early school leavers which could be shared with other interested communities.

It is expected that the successful strategies developed through this project will continue to be an integral part of the services available to early school leavers and adults.

The career awareness curriculum and career lab will continue to be utilized and updated annually and will be available to the identified target groups.

It is too idealistic to expect that the perfect solution for the identification of potential dropouts will be found in this two-year span. However, this concentration on the problem should make realistic headway toward implementation of successful strategies for identifying these individuals as well as developing methods for working with them.

The job bank file to match those seeking employment with interested employers will continue to be utilized, as the coordination of such services is a specific need of counselors and work-study supervisors in the entire school district.

The development of strong community linkage cannot but be beneficial for years to come to both the referral agencies and businesses, as well as the public schools.

Results or Benefits Expected

(1) The alternate high school program should be greatly improved with the addition of a coordinator, who would provide vocational instrucion in the classroom, as well as provide job placement services for these students.

(2) It is hoped that the improved service to these students will result in reduction in student disaffection with school and learning, improvement in the students' background as far as basic skills are concerned, and positive changes in attitudes and behaviors.

(3) Development of a bond between school and parents of these students.

(4) Development of linkage between school and the business community, employment services and agencies, and social agencies.

(5) The job placement and counseling services would benefit adults sixteen and over who are continuing their education.

(6) Job placement information would be made available to all high school counselors and work-study supervisors in the district. Hopefully, these counselors and supervisors would relay to this coordinator any job openings they had and were unable to use in the placement of their students.

(7) It is hoped that in working with the various target populations identified that these students will be helped to; (a) develop a positive self-image; (b) define and develop personal goals for self/career identify: (c) develop positive attitudes toward work; (d) develop an understanding of the value of education relative to meeting the responsibilities of the anticipated career goal.

(8) If time permits, work will be done in developing strategies to work with those identified as potential dropouts by the counselors and instructors at Northside and Southside High Schools.

Evaluation

If this model of expanded career guidance, placement, and follow-up services is to be responsive to the target population of youth and adult needs, it is essential that results be obtained to reflect the relevance and effectiveness of proposed activities. Moreover, the model of expanded services should exhibit a degree of transportability to other settings. The needs assessment, field testing of stratigies and model design will be evaluative measures; however, the performance based objectives provide for a more precise measure of the project's effectiveness.

In developing this proposed project, efforts have been made to incorporate relating elements to facilitate an evaluation plan. These elements include the project objectives, expected benefits, performance based objectives, a Gantt chart and a sequence of activities for achieving the objectives. This format will provide a framework for formulating a matrix design to aid in measuring the accomplishments and effectiveness of this research and development project.

The project staff will design an evaluation plan which will describe the steps to be used in determining: (a) the extent to which the objectives of the project have been accomplished and (b) what factors either enabled or precluded the accomplishment of these objectives. The evaluation design will include various evaluative instruments for pre-post test measures and response from participants regarding the effectiveness of the project.

Conclusion

These are primarily groups that usually receive little or no attention--early school leavers, students with special needs, and adults of all ages. More emphasis should be placed on career guidance services for all of these individuals. Many schools are content to delete dropouts from their roles, and resign any responsibilities for them. Usually, early school leavers are left to fend for themselves, with no one feeling accountable for them.

It is recognized that a school cannot do this job alone. Businesses and other community institutions must be involved as schools working alone provide only limited opportunities for any individual to learn about and prepare for a career, even though this is a critical goal as far as education is concerned.

July-September 1978	October-December 1978	January-March 1979	April-June 1979	July-September 1979	October-December 1979	January-March 1980	April-June 1980

GO

NO GO

PENDING APPROVAL

Employ Project Coordinator

Familiarization with Project and Objectives

Establish Linkage with Community Agencies, etc.

Work with early school leavers and adults identified as target groups

Develop Job Placement Design to serve target groups; Set up system of exchange for information with counselors and Work-Study Supervisors; Establish procedure for feedback on job placement activities

Set up Career Awareness Lab; Prepare Curriculum Guide, Instructional Materials in Cooperation with Project Director

Constant on-going revision of procedures and materials

Establish procedures to work with potential dropouts as identified by high school counselors and school officials

Maintain all reports and records as necessary for completion of project

Contact early school leavers as identified by high schools

Develop plan for evaluation of procedures

Final revision of forms, instructional materials, procedures, and placement model

All duties of Coordinator as outlined in proposal will be carried on throughout project.

PROCEDURES

PROCEDURES

This project was designed to expand the career guidance, counseling, placement, and follow-up services in the Fort Smith Schools for early school leavers and adults. The rationale for this research and development endeavor was based to a great extent on the high number of students who leave school prior to graduation. The Fort Smith School District has placed a high priority on adult education and desired to develop strategies for more effectively serving the above target groups who have been often overlooked.

The individual selected as project coordinator had been serving as vocational career orientation instructor at the junior high level. It was felt that his previous experience in the area of career orientation would be an asset to the program. The project coordinator immediately began contacts with community agencies, civic groups, and businesses regarding the project objectives and activities. Also, individual and staff conferences were initiated with the counselors at the two high schools, the four junior high schools, and the personnel at the Adult Education Center regarding services available through the project. The office and classroom for this project were located in the Peabody Building where educational facilities for adults and suspended high school students are provided.

As the coordinator met with the staff at the various schools, discussions were initiated regarding the methodology of implementing expanded career services for the early school leavers. Discussions with counselors and administrators continued in an attempt to delineate the needs and problems of the target groups. The project started in late August and by October

the project coordinator had met with counselors, cooperative education coordinators and administrators regarding plans for a job placement system. This was an effort to avoid duplication of services. The groups agreed to work cooperatively, sharing all available job placement data.

By December, an advisory council was formed for this project. The council included a representative from the Employment Security Division, other agency representatives, education representatives, and business/ industry personnel. Since placement was an important aspect of this project, it seemed only logical to include a representative from the local employment office.

The project staff began developing ways to work with the schools to improve services for the targeted groups. It was necessary to try numerous ways of meeting their needs, then discarding the methods that wouldn't work and retaining the successful ones. Throughout the project, the staff worked closely with school counselors and officials in establishing procedures to effectively work with potential dropouts as identified by the school personnel. The coordinator received print-outs of early school leavers as identified by the Pupil Personnel Office. These were provided throughout the project. Follow-up in the form of home visits and telephone calls ensued.

After a student chose to enroll in the Adult Education Center's high school program or in the alternate program, the Kuder Interest Survey was administered. The project staff assisted these learners in planning their time to achieve personal and vocational goals and develop strategies and habits that would aid in obtaining and holding a job. This was done through personal counseling, career orientation, and awareness sessions.

The strategies developed to assist this group were those of understanding, listening, and helping them with their problems when possible.

Many times home visits were needed to encourage students to return to school. A number of students had so many personal and family problems that they were disinterested and unresponsive.

Career counseling was an integral part of the project, beginning the first day the student sought information or enrolled for the training/job placement services. As previously mentioned the Kuder Interest Survey eas one of the first instruments used to help the student identify his/her interests.

A career laboratory was initiated at the onset of the project. The walls were attractively covered with appropriate posters. The lab was equipped with tapes, books, magazines, and other information on careers. The print-outs from Chronicle Guidance Service were utilized to prepare an occupational file. The lab had a special section devoted to non-traditional careers. The section was located by a bulletin board containing pictures of men and women in non-traditional careers.

During the first semester appropriate materials were gathered, instructional materials prepared on the fifteen clusters and a curriculum guide was completed. The guide was shared with teachers and counselors to obtain feedback and recommendations concerning implementation and utilization. The purpose of the guide was to help individuals explore their capabilities and relate them to occupational fields, jobs of interest and training programs. The guide was used during the second semester to provide instruction in vocational career orientation. The guide was used in an organized group guidance course taught in a room adjacent to the career lab. This daily instruction was a focal point of the participants' activities. As a result of classroom testing and critiques from teachers, counselors and advisory committee members certain revisions were made in the guide for the second year of the project. The guide was used

successfully in the early school leavers program and by other staff throughout the school system.

By the end of the second term, 1978-79 school year, the coordinator had made plans to initiate the placement system and coordinate all job placement activities with counselors, teachers, and others to avoid duplication of effort. This resulted also in a sharing of information and materials.

Throughout the project the coordinator maintained a job data bank with information on business and industry, their hiring practices, job requirements, etc. A micro-fiche reader was made available through the employment office for reviewing current job openings. These job openings were updated daily. The project staff utilized the Employment Security Division to the maximum extent possible and cooperated with them fully in providing job placement services. The director was a member of the Advisory Council for the project. The use of the micro-fiche reader and updated job openings contributed greatly to the success of the program.

The students were given freedom to use the micro-fiche reader, and job data bank. The micro-fiche reader was probably the most used item in the lab. It received wide use from the high school teachers, counselors, and students at the Adult Education Center.

A daily exchange of job information between the coordinator and work-study supervisors was established. The coordinator would call or visit junior high counselors weekly to provide updated material and job listing. The project coordinator constantly analyzed the records of the placement system and devised ways to improve the services. The placement system was utilized throughout the project to assist the targeted populations in securing employment.

The coordinator worked with the Employment Security Division office and various business contacts to assist the early school leavers and adults in obtaining employment. Daily visits were made to the ESD office to obtain updated listings and new micro-fiche. All of the information was shared with the counselors and teachers (100%) by telephone, visits, or school mail. The CCE coordinators (cooperative coordinators for special needs students) were located in the same building and they visited the lab almost daily.

An Advisory Council was established, composed of business, social services, and school personnel. Meetings were held at various sites in the city---the Career Lab, Westark Community College, and counselors' offices in the system.

The coordinator's records indicated that he was not successful in placing all of those who said they wanted to work. Some were not interested, some were not physically able, and some could not work and attend school. In addition, the economy took a downturn in 1980, making jobs difficult to obtain. Records indicate that jobs were found for 50 percent of those who said they desired employment.

The coordinator spent part of one day each week at the Rogers Drop-Out Prevention Center. This facility is for students unable to attend the traditional schools because of discipline and emotional problems.

The coordinator maintained follow-up contract with the individuals who were placed on jobs through services of the project. Efforts were made to determine how further assistance could be provided participants in becoming successful employees, as well as soliciting information from them on how the project could be even more effective.

Some 60 percent of the early school leavers from the local schools responded favorably to the expanded services offered through the project.

Strong community linkage has been established as evidenced by the Community Referral Guide which was developed and shared with local schools, agencies, etc. A copy of this guide accompanies this report.

Community linkage was a part of the project throughout. The coordinator contacted civic clubs and presented slide presentations to ten groups. This linkage was helpful in regards to job placement and provided the coordinator an opportunity to meet many individuals who served as guest speakers and provided "shadowing" opportunities. Career materials and a program on the world of work were presented to the Girl Scouts.

The plan for career orientation, job placement and other services for early school leavers as developed for this project is a part of this report. The plan is not a complicated process; rather, it had never been defined nor had a person been utilized to follow-through on the various components. The system works well in the Fort Smith Schools; however, no process can be exactly replicated in another setting.

The strategies developed will be continued and probably in an even more successful manner. The one failing of the proposal as submitted was that one person cannot do everything for all groups of people. The project coordinator has been assigned to the Alternate School Program and Drop-Out Prevention Center (formerly Rogers School), and will continue to use these strategies, curriculum materials, etc. The Employment Security Division agreed that the micro-fiche reader assigned to the project could be transferred to the new assignment.

Furthermore, the Adult Education Center is maintaining a Career Orientation/Job Development program and has purchased a micro-fiche reader to maintain this service. A Job Developer/Job Placement staff member has been added. She will use the same materials for adults. The

high school students will be able to continue to use this facility.

The job data bank proved to be most successful, and will be maintained in both locations.

NEEDS ASSESSMENT SURVEY

RESPONDENT INFORMATION SHEET

SUMMARY OF SUGGESTIONS FOR IMPROVEMENT

COORDINATOR'S PLANS TO MEET SUGGESTED IMPROVEMENTS

NEEDS ASSESSMENT
CAREER ORIENTATION, JOB PLACEMENT

A two-year project, funded by the Vocational Education Division, Arkansas Department of Education, and the Fort Smith Public Schools, has the following objectives:

(1) To provide career counseling and job placement services to potential early school leavers, early school leavers, and adults.

(2) To develop and reproduce a curriculm guide that will assist the learners to explore their own interests and abilities and relate them to occupational fields, jobs of interest, and training programs.

(3) To establish a career lab in which subjects can search out information regarding career choices. Emphasis will be placed on materials which will assist students in identifying and responding to changes in roles and responsibilities, expecially those of a non-sexist nature.

(4) To develop linkage between the school and community, identify resources, and establish contact with local employment agencies, businesses, etc.

(5) To provide job placement services in cooperation with the Employment Security Division.

(6) To coordinate job placement activites with local schools to avoid duplication of efforts by establishing a system whereby counselors and work-study supervisors can exchange information and resources pertaining to career/vocational education, and available job opportunities.

In addition, it is hoped that some strategies can be developed to identify potential early school leavers, as well as to work them after they left school.

In order for the project to be of the most benefit, please identify ways that the project personnel can be of the most service to you as they carry out these objectives and goals.

_____

_____

_____

_____

_____

_____

RESPONDENT INFORMATION SHEET

Directions: Please check appropriate response

Assignment:

__9__ administration

__18__ counselor

__20__ teacher/work study coordinatior(20)

_____ other, please specify_____

_____

Years of experience:

__15__ 0-5 years

__10__ 6-15 years

__16__ 16-24 years

__6__ over 24 years

Previous experience with the concept of career education:
(Respondent could list more than one)

__9__ none

__15__ minimal reading

__22__ in-service sessions

__10__ participation in any organized project

__9__ other, please specify Listed graduate study, including career education workshops

__27__ male __20__ female

SUMMARY OF SURVEY SUGGESTIONS FOR IMPROVEMENT

MARCH, 1979

1. By informing the work/study coordinators immediately of available jobs suitable to their programs.

2. Ease the manner of moving discipline problems from the high schools to the alternative school program.

3. Provide resource persons.

4. Listings of resource persons by job categories.

5. More contact with schools on their needs.

6. Keep communications open. Establish rapport with personnal involved. Attend meetings of interested groups. Broaden the circle.

7. I can think of nothing that would improve the program.

8. Provide guidelines for working with 14-year-olds. Can 14-year-olds use career lab?

9. Provide guidelines for students who may qualify for program-age, grade level, etc.

10. Be available. Visit each school to explain program and changes in programs. Help make students aware by contacting teachers and administrators.

11. (1) More direct contact between career project and the junior and senior highs; (2) in-service workshop for principals and counselors before school starts next fall; (3) provide job information for all junior and senior highs.

12. We could identify and furnish lists of names of students not passing Competency Based Exams and together help these students prepare for career/vocational education. Perhaps they wouldn't leave school without being well-informed of your offerings.

13. Will establish closer contact for specific job placement. Will use the office more for information as to job availability and skills needed.

14. Continue present procedure. Mr. Sparkman should be sure to follow-up each student dropped from classes. School should be notified of results of the follow-up.

15. Help identify the droupout before he or she leaves school.

16. Provide us listings of available jobs.

17. I plan to use the booklet, "A Guide for Career Planning," in my classes.

18. (1) Work particularly hard with the junior high students who don't have access to vocational programs. (2) Work with gifted students also. (3) Public relations work about our vocational programs.

19. A weekly report of dropouts from the schools would help insure that Mr. Sparkman follows up on each student. In turn, we need a follow-up report.

20. It seems there should be some means to make available to the ninth grade students the services of Mr. Sparkman. I know of no procedure, yet, that allows this (other than specific interest of individuals). The senior high years should be the time to identify potential early dropouts.

21. Notify schools if students participate in any of the programs at the Adult Education Center.

22. Provide workshop of some sort to show how these services can best be utilized. Also we need career education information.

23. Make Mr. Sparkman's office schedule known. I have sent students to his office and he was not there.

24. Provide bibliography of materials available in career lab.

25. We need career-education workshop--especially regarding job opportunities that used to be thought of as for one sex and not the other.

27. More of the same.

28. We need to have more contact with Mr. Sparkman.

29. Could you provide us copies of your curriculum guide?

30. Some of my students want to visit the career lab. Is this possible?

31. I'm pleased with the program. I hope it continues.

32. We need some training so we can be more effective in career education, perhaps a pre-school workshop!

PLANS TO MEET SUGGESTED IMPROVEMENTS

These suggestions have been prepared by Mr. Sparkman in response to the results of a questionnaire submitted to local counselors, teachers, and administrators. The questionnaire sought ways this project could be of more service to them.

1. Ways to better inform the work/study coordinators of available jobs suitable to their programs.

   A. Informing work/study coordinators as soon as new microfiche of job listings arrive from ESD Office.

   B. Make a list of those jobs that are suitable for their students and send that list to them in the school mail.

2. How we could help provide resource people.

   A. The job placement coordinator has a list of people who would be willing to go to schools and provide some career information. The job placement coordinator is working of a plan to have a speaker for each of the fifteen job clusters.

3. Plans for providing more contact with schools and their career information needs.

   A. The job-placement coordinator has made a slide program which will show what the career lab is all about and each teacher who is interested may have a bibliography of free career resource materials.

4. Providing guidelines for working with 14-year-olds.

   A. The career lab is open to everyone, and the job-placement coordination has curriculum guides that has been successfully used in many areas. This office has material to help teachers start career programs from K-12.

5. What is this office doing about informing schools of students that have dropped.

   A. A follow-up plan has been adopted and each school will get a follow-up report on a student that has been dropped.

6. Ways this office can help identify the dropout before he or she leaves school.

   A. The job placement coordinator has been meeting with elementary principals and 6th grade teachers on potential drop-outs. This information is being passed along to the junior high counselors.

7. What are we doing to make our schedule known to teachers and schools?

   A. This fall all schools and teachers interested in our program will have a copy of our schedule and phone number.

8. What are we doing about teaching non-traditional careers?

   A. The career lab has some material to help teachers avoid sex role stereotyping when they are teaching careers and the job-placement coordinator can help provide resource people who can serve as guest speakers.

9. What about providing a copy of the career guide?

   A. Every junior high has been provided a guide. Many counselors have asked and received a copy. We plan to add some new material for this year.

10. What are we doing to help junior high students in making career decisions?

    A. We have developed a shadowing program. If teachers and students are interested we can arrange for a student to spend some time observing a person working at their job or profession.

REPORT
HIGH SCHOOL CAREER EDUCATION COMMITTEE
FORT SMITH PUBLIC SCHOOLS

	RECOMMENDATIONS		PLAN FOR IMPLEMENTATION
1.	Improve school personnel awareness of the need for Career Education.	1.	Hold In-Service sessions by department. Sessions to relate career opportunities to subject areas.
2.	Inform school personnel of material the district has available on Career Education.	2.	Hold In-Service sessions at each high school. Sessions to inform personnel of material available.
3.	School administration needs to demonstrate the importance of Career Education.	3.	A. Administrators ask teachers to relate their courses to Career Education (on paper). B. Administrators direct teachers to relate their courses to Career Education (on paper).
4.	Teachers need to demonstrate the importance of Career Education to the students.	4.	Have a Career Day at each school with each teacher reviewing with the students how their subject is related to the various careers.
5.	Each student's career interest needs to be assessed.	5.	Administer the Kuder Interest Survey Test to each 10th grade student.
6.	Counseling needs to be Career Oriented rather than College Oriented.	6.	Administrators need to convey to the counseling staffs the importance of Career counseling.
7.	The high schools should help each student to develop a salable skill prior to graduation.	7.	A. Expand skill training such as Auto Mechanics. B. Counselors guide each student to some salable skill training.
8.	Help make the public more aware of the importance of Career Education.	8.	A. Advertise Career Education Day and Career Education week. B. Advertise Career Education using bumper stickers and billboards.

*Demonstrates school district cooperation with project

Adult Education Center

OFFICE OF THE DIRECTOR

PEABODY BUILDING
501 South 20th Street
Fort Smith, Arkansas 72901

January 29, 1979

TO: CCE Teachers/Counselors

FROM: Darral Sparkman

SUBJECT: Career Lab and Job Placement Services

I would like to take this means to inform you that our career laboratory and job placement facility is open for all CCE students.

Students and teachers are welcome to use the career files, library, or microfiche reader furnished to us by the Employment Security Division. We have all of the job listings in this area and the supply is updated regularly.

Students are welcome to use the material that has been developed on the fifteen career clusters. Teachers may use the career guide that has been developed, as well as any other material you would like to use.

Note: Students, teachers, administrators, and vocational coordinators were notified of the availability of the career and job placement services. This is a sample of the letters of notification which were sent out periodically.

ADVISORY COMMITTEE

---Role of the committee

---Composition of local committee

---Minutes of committee meetings

THE ROLE OF THE ADVISORY COMMITTEE

1. Assist in the promotion of career education and job placement programs in the community.

2. Keep informed of current occupational and educational trends in the community.

3. Assist in program development and improvement.

4. Assist in the development of public relations to inform the community about the program.

5. Assist in securing adequate training stations for the people we serve.

6. Provide direction to curriculum development to insure relevance to the world of work.

7. Provide current occupational information.

ORGANIZATION OF ADVISORY COMMITTEE

1.	Mr. Merrill Bradley	Employment Security Division
2.	Mr. Jim Sanders	Advertising Manager KFPW TV
3.	Ms. Karen Clark	Personnel Department J. C. Penney Company Fort Smith
4.	Mr. Michael Pope	Counselor Northside High School
5.	Mr. John Hawkins	Personnel and Parts Department Armbruster Company Fort Smith
6.	Dr. Ronald Formby	Career Guidance Westark Community College
7.	Mrs. Dorothy Johnson	CETA Counselor Fort Smith
8.	Mr. Roy Kindle	Representative Work Incentive Program Fort Smith
9.	Mr. Tony Scherrey	Supervisor of Secondary Education Fort Smith
10.	Mrs. Betty Morris	Director of Adult Education/ Vocational Education Research Project Director

MINUTES OF ADVISORY COMMITTEE MEETING

The Advisory Committee of the Career Awareness and Job Placement Project for early school learners and adults in Fort Smith, Arkansas, met in the Career Lab at the Adult Education Center April 11, 1979. Seven of the ten members were present when the meeting was called into session at 1 p.m.

The first item on the agenda was a presentation by the Project Coordinator, Darral Sparkman, concerning the purpose and goals of the project. Members of the committee were given a flow chart, which was utilized by Mr. Sparkman as he explained the methods of identification of the early school leavers. The committee members were led through school and/or job placement.

Mr. Sparkman briefed the group on the use of the Kuder Interest urvey in providing career guidance.

The Career Education Curriculum Guide, which was prepared as a part of the project, was introduced to the group with an explanation of its use in career awareness classes. Mr. Merrill Bradley, a committee member from the Employment Security Division, explained how the Career Lab used the microfiche viewer and job bank data to assist the project's target groups in finding jobs.

Each committee member was given a copy of the Curriculum Guide to review prior to the next meeting of the group. They were also asked to offer any recommendations for revision at that time.

It was recommended that the Career Lab be made available to others in the community. Dr. Ronald Formby of Westark Community College expressed

a desire to utilize some of the information on non-traditional careers. He also stated that he plans to set up a similar lab at Westark.

The committee recommended that job listings be more available to the local high schools. Ms. Karen Clark, personnel department, J. C. Penny Company, suggested that the coordinatior make himself more available as a guest speaker at civic clubs and do more to share the material with schools that have career orientation programs.

Mr. John Hawkins offered to assist with the shadowing program by allowing the use of the facilities at Armbruster Corporation, where he is with the personnel department.

Plans were made for the next meeting to be held in June.

MINUTES OF ADVISORY COMMITTEE MEETING

Members of the Advisory Committee of the Career Awareness and Job Placement Project for early school leavers and adults met June 1979, in the counselor's office at Northside High School. Five members of the group were present. Mrs. Brenda Partin, a member of the faculty of the Junior High Alternate School of the Fort Smith Special School District, was a guest.

The purpose of this meeting was to discuss any changes which were considered necessary in the curriculum guide as developed by this project. Mrs. Partin, who has used the guide with her students, suggested the addition of some material on relationships between values and career satisfaction.

Mr. Darral Sparkman, the project coordinator, distributed a list of suggestions for improvements made by counselors, teachers, and administrators for the career orientation and job placement program. It was agreed that Mr. Sparkman would work on ways of implementing these suggestions.

Mr. Michael Pope, Northside counselor, suggested that it would be of great benefit to teachers and counselors if the job placement coordinator's office could serve as a resource center for all types of career information. This suggestion resulted in the compilation of a list of free career materials that teachers and counselors could secure.

It was suggested by Mr. John Hawkins of Armbruster Stageway Corporation that the career lab/office could use business contacts to provide guest speakers for those teachers who had career programs in their classrooms.

Ms. Karen Clark of J.C. Penny Company suggested that it might be beneficial if a bibliography of materials available in the Career Lab could be distributed to counselors and teachers.

The meeting was adjourned at 11:45 a.m. Plans were made for the next meeting of the group at the Adult Education Center in September.

MINUTES OF ADVISORY COMMITTEE MEETING

Members of the Advisory Committee for the Career Awareness and Job Placement Project for Early School Leavers and Adults met in the Career Lab at the Adult Education Center September, 1979.

Members present were Mr. John Hawkins, Mr. Michael Pope, Mr. Merrill Bradley, Dr. Ronald Formby, and Mrs. Karen Clark. Guests present were Mr. Jerry Hanna, Sebastain County Alternate School and Mr. Glenn Mustin, counselor, Kimmons Junior High School.

Mr. Darral Sparkman, Career and Job Placement Coordinator; gave a progress report on the number of early school leavers who had been contacted, as well as a progress report of the career orientation class.

Committee members were informed of the changes made in the curriculum guide from last year, and were shown new career material that had been recieved.

Mrs. Clark suggested the possibility of having more guest speakers for the Career Orientation Class. Mr. Hawkins thought there was a good possibility that Armbruster Stageway could furnish the transportation needed for field trips to local manufacturing plants.

Mr. Pope, Northsied Counselor, suggested that the Job Placement Coordinatior attend the monthly school counselors luncheon in an effort to create a better working relationship between the Job Placement Office and the counselors from each school.

The meeting ended at 2:45 p.m. with plans to meet next in September.

MINUTES OF ADVISORY COMMITTEE MEETING

Members of the Advisory Committee for the Career Awareness and Job Placement for Early School Leavers and Adults Project met in the Gardner Building, Westark Community College, Thursday, January 31.

Six of the ten members of the committee were present when the meeting was called into session at 1:30 p.m. Six invited guests, including counselors, teachers, representatives of Western Arkansas Employment Development Agency, and the Arkansas Rehabilitaion Service.

The first item on the agenda was a demonstration of the use of video tapes in career classes. The tapes focus on employment problems with which people come in contact both on and off the job. Plans were made whereby the tape players and tapes could be shared with all school counselors, teachers at the Rogers Drop-Out Prevention Center, and the CCE teachers at Northside.

Arrangements were made with two junior high counselors to use the Life Plan Series. This series consists of cassette tapes, student workbooks, and a tape player.

Each person present was given a list of the four alternative programs in Fort Smith that provide educational opportunities for students who have problems obtaining their education in the traditional manner.

Mrs. Martha McDonald, Director of the CETA, Work Experience Program, has provided information necessary for students interested in summer employment.

The meeting was concluded at 3:45 p.m., after which members and guests were provided a tour of the 70,001 facilities by John Evatt.

The group voted to meet as needed for the remainder of the year, as the project was functionally smoothly and on a definite system.

MODELS DEVELOPED

STUDENT IDENTIFICATION AND STRATEGIES

JOB PLACEMENT FLOW CHART

EARLY SCHOOL LEAVERS/POTENTIAL LEAVERS

Northside I. IDENTIFICATION OF POTENTIAL EARLY SCHOOL LEAVERS Southside

A. Classroom behavioral problems
B. Student/teacher personality clash
C. Student failure to complete assignments, etc.
D. Irregular attendance patterns
E. Signs of drug/alcohol abuse

II. TEACHER REFERRAL

A. Counseling staff
B. Assistant principal for attendance/discipline

III. COUNSELOR

1. Designated counselor calls in student for conference to determine problems relating to behavioral (absentee matters)

2. Schedules conference on regular basis with student while problems persist.

3. If situation improves, conferences will be by student request; report to assistant principal satisfactory conclusion.

4. If problems persist, student will be referred to career job placements coordinator for:

   A. Discussion of educational alter-
   B. Career orientation/job placement options available.

5. A continuation of unsatisfactory progress will return the problem to the assistant principal for action.

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OR

III. ASSISTANT PRINCIPAL RESPONSIBILITIES

1. Calls in student for reminder of consequences for each of attendance/behavioral problems.

2. When student has been absent from school for a total of five days, letter will be sent to parents requesting that they contact the assistant principal.

3. When student has been absent a total of nine days in a semester, parents are notified and requested to schedule a conference at the school.

4. At the discretion of the assistant principal the services of the career/job placement coordinator will be available for home-school contacts.

5. If absences and/or behavioral problems persist, assistant principal will take action.

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IV. DISCIPLINARY ACTION/ALTERNATIVES

When a student has missed 15 days or when requested by the principal in any one semester or the behaviorial problems continue, the assistant principal may take the following measures:

A. Student will be placed on "in-school suspension to attend the alternative high school program for the remainder of the semester. This program will include ---

1. Carnegie Units
2. Career orientation and/or job placement.
3. Individualized reading program.
4. Review of basic skills.
5. Return to Northside, Southside with sufficient Carnegie Units to maintain same anticipated graduation date.

B. Student will be dropped from classes for balance of present semester, but reminded of these problems.

1. May continue education, with school recommendation and parent/guardian request, in the adult education program.

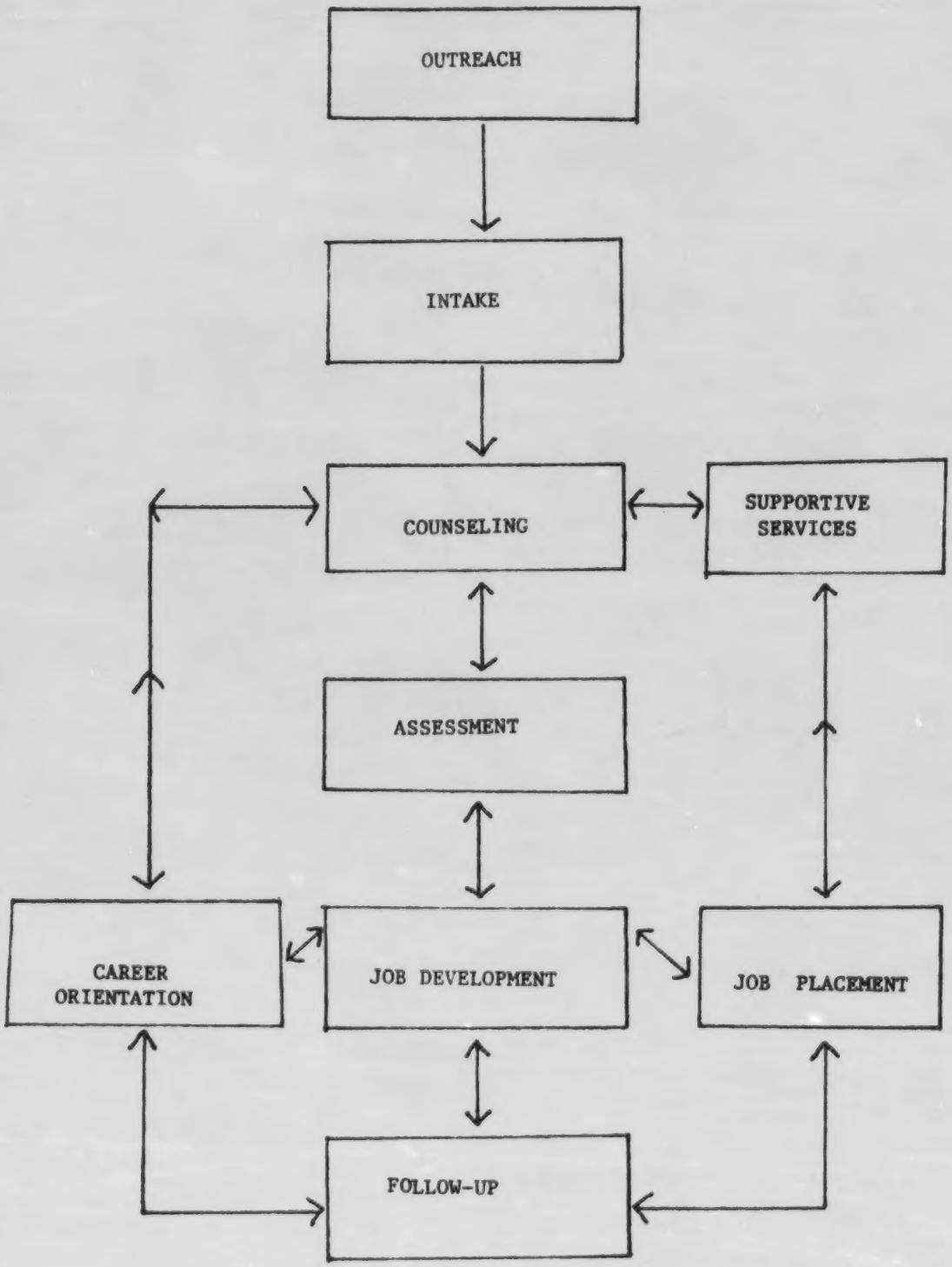
2. May participate in career orientation program and request assistance with job placement at the adult education center regardless of enrollment in an educational program.

V. CAREER ORIENTATION, JOB PLACEMENT PROGRAM

A. Administration of Kuder Preference Survey
B. Interpretation of results indicating major
C. Pre-test
D. Career Planning/Exploration
   1. Proper work attitudes/habits
   2. Human relations
   3. Preparation of job interviews.
   4. Preparation for job interviews.
   5. Introduction to Career Planning Curriculum Guide.
   6. Familiarization of work requirements.
   7. "Hands-on" 15 job clusters career/related activities.
   8. Shadowing
   9. Use of career library, files, cassettes, etc.

E. Job Placement
   1. Use of career job bank/microfiche printouts
   2. Familiarization of role of Employment Security Division.
   3. Roles of Job Placement Agencies.
   4. Other Community Referral Services
F. Post Test
G. Follow-up

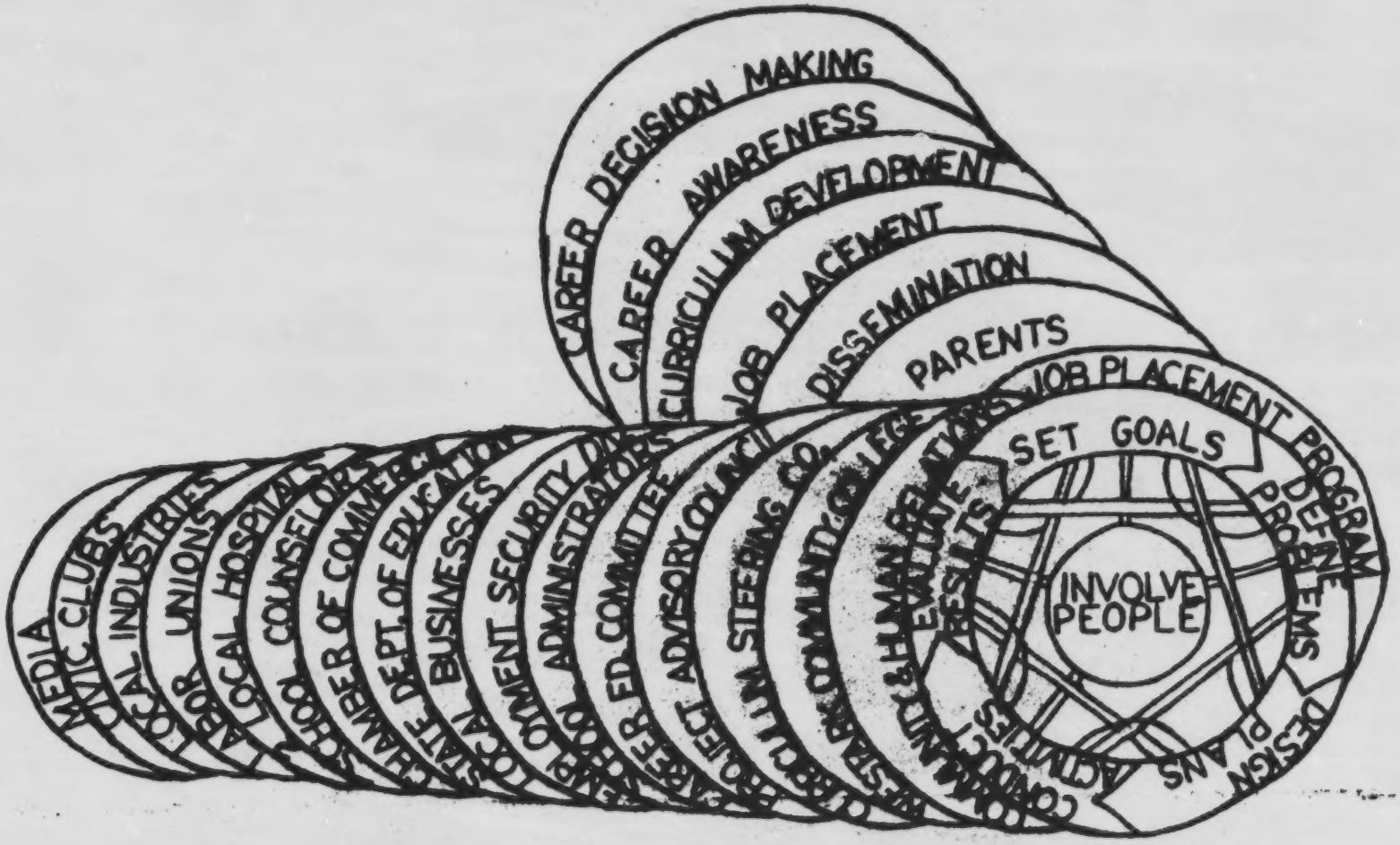
JOB PLACEMENT FLOW CHART



COOPERATING EMPLOYERS

JOB DATA BANK SHADOWING

LINKAGE WITH COMMUNITY



JOB DATA BANK/SHADOWING

NAME OF BUSINESS	NAME OF CONTACT PERSON
A-1 Carpet and Cleaning	Jim Sanders
Acee Milk Company	Wilford Raible
Acme Brick	Carroll West
Air Products and Chemicals Inc.	Receptionist
A. J. August	Pat Stephens
Air Systems, Inc.	Personnel Department
Allied Electrical and Power Inc.	William McBrayer
American Can Company, Dixie Products	Personnel Department
Anderson-Martin Machine Company	Robert A. Martin
Ange Tool and Engineering	Andrew Raider
Antique Creations	Sonny Oden
Aqua-Flow Continuous Guttering Company	Bruce Krieger
Arby's Roast Beef Restaurant	Pam Donald
Area Ageney on Aging	Letta McMeeas
Arkansas Bandag (Subsidiary of Arkansas Best Corporation)	Personnel Department
Arkansas-Oklahoma Gas Corporation	Lewis Belcher-Operations, or Roy Titus-Office
Arkansas Plating Company	Edward J. Mikus
Arkansas Poly Bag	Ben R. Gosey
Armbruster-Stageway	John Hawkins or Tom Earnhart
Ayers Furniture Company	Bud Pierce

NAME OF BUSINESS	NAME OF CONTACT PERSON
Bailey-White Inc.	G. L. Dotson
Baldor Electric	Sam Morrison
Ball Plastic Division	Glenn Thames
Bekaert Steel and Wire Corporation	Howard Fikes
Ben Franklin Store	Rusty Jones
Bonanza Restaurant	Joe Batty
Boston Store	Elaine Lobdell
Brown & Sebo	Personnel Department
Brownwood Manor Inc.	Nursing Director
Burger King	Joe Newbauer
Buyers Reproduction	Office Manager
Calvert-McBride Printing	Bill Calvert
Cement Asbestos Products Company	Wanda Cook
Central Ace Hardware	Garland Stipe
City of Fort Smith	Charles Angel
Department of Commerce-Bureau of Census	Mary Yates
Designers Furniture	Mr. Alley
Diamond Shamrock Chemical Company	Nancy Merchant
Donrey Media Group	Larry Burke
Emmett Gary & Associates	Gary Emmett
Ernie Lemmon Datsun	Lonnie

NAME OF BUSINESS	NAME OF CONTACT PERSON
Flanders Industries	Claylin Hayes
Fondren Concrete and Construction	Leo Fondren or Bill Lincks
Fort Chaffee Resettlement Center	Chris Pzproski
Fort Chaffee	Mrs. Ebarb
Fort Smith Glove, Inc.	Anyone in Office
Fort Smith Medical Lab.	Barbara Kymer
Fort Smith Public Schools	Dr. Johnny Owen
Fort Smith Table & Furniture Co.	Office Manager
Fort Smith Shade Factory	C. J. Inklebarger
For Manufacturing Company Central Air Conditioning Department	Employee Relations-Department
General Tire & Rubber Co.	Lynn Simmerman
Gerber Products Company	Bob Nicodemus
Glidewell Distributing Company	Jim Glidewell
Glo-Cleaners & Laundry #one	Douglas Lowery
Good Year Tire and Rubber Company	Mile Landthrip
Gould, Inc.	Debbie Mack
Green Country Furniture & MFG. Co.	Office Manager
Griffin Grocery Company	Bob Turney
Hancock Fabrics	Brian Church
Hardee's #3	Jim Soehlman
Harry G. Barr Company	Ken Smithson
Helene of Arkansas	Helen Yancy
Hill Co. Inc.	Personnel Department
Hunt's Dry Goods Store	Paul Stanford & Tom Cravens
Hurst Supply	J. D. McClary

NAME OF BUSINESS	NAME OF CONTACT PERSON
Inland Container Corporation	Bob Miller
Interstate Electric Company	John Graham and Tom Treat
Jade Garden Restaurant	Mrs. Roy Steelman
John's Furniture	Receptionist
Leckenby Company of Arkansas	Sarah Van Zant
Long John Silver Restaurant	Robert Jones
McDonald's Restaurant	James Hadley
Maddox Furniture MFG. Co.	Jim Stanley
Man-Power	Receptionist
Merry-Go-Round Mercantile	Tom Carpenter
Methodist Nursing Home	Carl Witcher
Morgan Builders Supply Co.	John Whitt
Morrell, John and Company	Carol McCleary
Motel 6	Motel Manager
Norcross Motor	Joe Norcross
North American Foundry Co., Inc.	Dave Ford
OK Foods, Inc.	Joyce Callahan
OK Feed Mills	Frank Summers
Oklahoma Gas & Electric Co.	Phil Holder
Olinkraft Inc.	Mrs. Beechum

NAME OF BUSINESS	NAME OF CONTACT PERSON
Peking Palace Restaurant	Chinese Food Restaurant
J. C. Penney	Nelda Moore
Pizza Hut	Paul Route
Planters-Standard Brands Incoporated	Larry Robertson
Ocker Mounments	Nonnie Ocker
Rainbo Baking Company	Gary Styles
Rhodes Chevrolet	Scott Neal or Carol Gross
Rheem Manufacturing Company	Personnel Dept., (office work) ESD for Factory Labor
Riverside Furniture Corporation	Rena Smith
Rockmount of Arkansas	Personnel Department
Sue Martin (Inc. Realtors)	Sue Martin
Sutherland Lumber Yard	Tom Adair
Shelby Wayne Manufacturing	Wayne Shelby
Shipley Baking Company	Personnel Office
Smith, Okla Homer Furniture Mfg. Co.	Al Beshoner
S & Q Clothiers	Elliott Sparkman
Sparks Regional Medical Center	Patti Bateman-Personnel Office
St. Edwards Mercy Medical Center	Ron Summerhill

NAME OF BUSINESS	NAME OF CONTACT PERSON
Taylor Distributing Company-Zenith Products	Bud Taylor
Thomas Industries, Inc.	Darrel Smith
Time Container Corp. of Arkansas	Elmer Smith
Transkirt Corporation	Anyone at Front Reception Desk
Tucker Duck and Rubber Company	Bill Atkinson
Two States Petroleum Co. Inc.	Billy Tinder.
United Blood Services of Ft. Smith	Office Manager
United Refrigeration	Tom Bolrage
Unitog Inc.	Personnel Office
Waffel House	Dan Wright
Wal Mart Discount City	Ken Schwindt
Wayne King Company, Inc. - Realtors	Wayne King
Whirlpool Corporation	Personnel Manager
White Dairy Ice Cream Co., Inc.	Jesse Huff
Willard Mirrors, Inc.	Superintendent
Wortz Company	Alma McNally
Wortz Co. Crackers and Cookies	Office Personnel
Wuv's Restaurant	Karla Heathenington
Yeager Hardware	Eddie Yeager

EVALUATION

PROJECT OBJECTIVES

NUMBER	OBJECTIVE	ACHIEVED YES	ACHIEVED NO	REMARKS
1	To provied career counseling and job placement services to identified target groups.	X		Career Counseling was an integral part of the project, beginning the first day the student sought information or enrolled for the training/job placement services. The Kuder Interest Survey was one of the first instruments used to help the student identify his interests. Students were provided numerous types of aids in the Career Lab. A "shadowing" program was developed to permit students to learn about a career in which they expressed interest. Transportation was provided to the shadowing location.
2	To develop and reproduce a curriculum guide that will assist the learners to explore their own interests and abilities and relate them to occupational fields, jobs of interest, and training progams.	X		A Curriculum Guide was developed and used succesafully, not only in the Career Orientation program, but also by teachers and counselors throughout the school system.
3.	To establish a career lab in which students can search out information regarding careers on their own. Emphasis will be placed on materials which will assist students in identifying and responding to the changes in roles and responsibilities, especially those of a non-sexist nature.	X		The Career Lab was initiated at the onset of the project. The walls were attractively covered with appropriate posters. The lab was equipped with tapes, books, magazines, other information on all careers. An occupation file was prepared utilizing the printouts from Chronicle Guidance Service. Students were given freedom to use the lab, the micro-fiche reader, and the job data bank. In addition, a career orientation was held utilizing the guide and other supplementary aids. The Lab had a special section devoted to non-traditional careers. This section was

NUMBER	OBJECTIVE	ACHIEVED YES	ACHIEVED NO	REMARKS
				by a bulletin board containing pictures of men and women in non-traditional jobs. The micro-fiche reader was probably the most widely used item in the lab. Students from the high schools, teachers, counselors, and students at the Adult Educaion Center constantly used it.
4	To develop linkage between the school and community, identify resources and establish contact with local employment agencies and businesses.	X		This was a part of the project throughout. The coordinator contacted civic clubs, presenting slide presentations for ten groups. This helped in efforts in job placement and provided the coordinator and opportunity to meet many individuals who served as guest speakers and provided "shadowing" opportunities. A Community Referral Guide was produced in 1980, a copy of which accompanies the report. Some churches provided money for instructional materials and clothing for needy students. Career materials and a program on the world of work were presented to the Girl Scouts.
5.	To coordinate job placement activities with local high schools to avoid duplication of efforts by establishing a system where counselors and work-study supervisors could exchange information and resources pertaining to career/ vocational education and availble job opportunities.	X		A daily exchange of job information between the coordinator and workstudy supervisors was established. The coordinator would call or visit junior high counselors weekly to provide updated material and job listings. The coordinator took an active part in the Fort Smith Counselors' Association.

PROJECT OBJECTIVES

Performance Objectives

NUMBER	OBJECTIVE	ACHIEVED YES	ACHIEVED NO	REMARKS
1	The project staff will demonstrate ability to expand career guidance services which will be meaningful to early school leavers. It is expected that (a) needs of the target populations will be assessed and analyzed, (b) strategies will be developed for meeting the identified needs, (c) a plan of actions will be implemented, and (d) at least 75 per cent of the participants will respond favorably to the expanded services as evidenced by evaluation reports.	X		The coordinator was asked repeatedly to develop an instrument to meet the needs of this objective. He did not. He chose to use his twenty years of teaching experinece to develop insight to see that these students needed some attention and someone to listen to their problems. After a student chose to enroll in the Adult Education Center's high school program or in the alternate program, the Kuder Interest Survey was administered. The strategies developed to assist this group were those of understanding, listening, and helping them with their problems when possible. Many times home visits were needed to encourage students to return to school. The ESD also provided testing for some students to help them find employment. A number of students had so many personal and family problems that they were disinterested and were unresponsive. Some lacked the maturity to adjust to the alternate program. The percentage responding favorably among early school leavers from the local schools was 60%.
2	The project staff will demonstrate ability to establish and coordinate job placemnet	X		The coordinator worked with the Employment Security Division office and various

NUMBER	OBJECTIVE	ACHIEVED YES	ACHIEVED NO	REMARKS
	and follow-up activities for the target populations. It is expected that (a) 100 per cent of the counselors and cooperative coordinators will be involved with the system, (b) and advisory committee will be organized which includes a representative from ESD, (c) a placement design will be planned and implemented, (d) 100 per cent of the students in the program will be aware of the placement services, and (e) 70 per cent of those desiring placement assistance will be satisfactorily placed.			business contacts to assist the early school leavers and adults to obtain employment. Daily visits were made to the ESD office to obtain updated listings and new micro-fiche. All of the information was shared with the counselors and teachers (100%) by telephone, visits, or school mail. The CCE coordinators were located in the same building and they visited the lab almost daily. An Advisory Council was established, composed of business, social services and school personnel. Meetings were held at various sites in the city--the Career Lab, Westark Community College, and counselors' offices in the system. The coordinator's records indicated that he was not successful in placing all of those who <u>said</u> they wanted to work. Some were not interested, some were not physically able, and some could not work and attend school. In addition, the economy took a downturn in 1980, making jobs were difficult to obtain. Records indicate that jobs were found for 50% of those who said they desired employment. The coordinator spent part of one day each week at the Rogers Drop-Out Prevention Center. This facility is for students unable to attend the traditional schools because of discipline and emotional problems.

PROJECT OBJECTIVES

Performance Objectives, Cont.

NUMBER	OBJECTIVE	ACHIEVED YES	ACHIEVED NO	REMARKS
				The coordinator was extremely successful in obtaining summer part-time work for 80 of those who requested this service.

ACTIVITY TIMETABLE REPORT

PROJECT OBJECTIVES ACHIEVED

ACTIVITY TIMETABLE REPORT

Activity 1.1

Mr. Darral Sparkman, who had been serving as Career Orientation Instructor at Kimmons Junior High School, was employed August 25 as Project Coordinator. It was felt that his previous experience in the area of career orientation would be an asset to the program. It was not possible to fill this position earlier due to the delay in approval of the project. Consequently, this resulted in the need for time during which Mr. Sparkman familiarized himself with the project objectives.

Activity 1.2

The coordinator initated individual and staff conferences with the counselors at the two high schools and four junior high schools, as well as the personnel at the Adult Education Center regarding services available through the project. Discussion regarding the methodology of implementing expanded career services for early school leavers was initiated.

Activity 1.3

Discussions with counselors and administrators continued in an attempt to delineate the needs and problems of the target groups.

Activity 1.4

The project staff began developing ways to work with the schools to improve services to the targeted groups. It was necessary to try numerous ways of meeting their needs, then discarding the methods that wouldn't work and retaining the successful ones.

Activity 1.5

Preparation of a curriculum guide was completed by the director and the coordinator by December 15, 1978. This allowed sharing the guide with teachers and counselors to obtain feedback and recommendations concerning its implementation and utilization by the start of the second semester, beginning in January, 1979. The purpose of the guide was to assist the early school leavers to explore their capabilities and relate them to occupational fields, jobs of interest and training programs.

Activity 1.6

Beginning in September, 1978, the project coordinator and director initiated plans and began work developing a career laboratory. Materials were gathered during the first semester, and students were able to begin use of this facility at the start of the second semester. Curriculum materials, in addition to the guide, were prepared on each of the fifteen occupational clusters to augment the career orientation class, which also began in January, 1979.

Activity Timetable, page 2

Activity 1.7

Revisions to the curriculum guide were discussed in May, 1979. The coordinator was able to suggest changes also after having utilized this material for one semester.

Activity 1.8

During the second semester, the project coordinator submitted the guide to selected teachers and counselors and to members of the project's Advisory Council for their critiques. These recommendations, along with those of the coordinator, were incorporated into a revision of the guide. The revisions were completed during the summer months and new copies were made available for the fall semester, 1979.

Activity 1.9

This process continued during the entire process, resulting in the copies of the Curriculum Guide which accompany this report. Also, the "trial and error" method of determining ways the project and the schools, as well as business and industry, could work together continued.

Activity 1.10

Throughout the project, the coordinator received print-outs of early school leavers as identified by the Pupil Personnel Office of the Special District of Fort Smith. Follow-up in the form of home visits and telephone calls ensued.

Activity 1.11

A plan of action (copy included in report) was developed and implemented to provide experiences for early school leavers, as well as adults. This plan was utilized through the 1979-80 school year and proved satisfactory.

Activity 1.12

This project staff could not develop a satisfactory questionnaire to determine effectiveness of the career orientation/job placement services. This situation was not such that you knew the individuals were going to be there every day. The measures of effectiveness proved to be making progress and returning to their school, completing their education at the Adult Education Center, and job placement.

Activity 1.13

Activity not completed.

Activity 2.1

The project coordinator, immediately upon assuming the position, began contacts with community agencies, civic groups, businesses, regarding the project objectives and activities.

Activity Timetable, page 3

Activity 2.2

By October, 1978, the coordinator had met with counselors, cooperative education (work experience) coordinators and administrators regarding plans for a job placement system. This was an effort to avoid duplication of services. The groups agreed to work cooperatively, sharing all available job placement data.

Activity 2.3

By December 1, 1978, an Advisory Council was formed, including a representative from Employment Security Division. The group was comprised of agency representatives, education representatives, as well as business and industry personnel.

Activity 2.4

By December 1, 1978, the coordinator began planning the process of job development, career orientation, and job placement.

Activity 2.5

The project coordinator compiled and kept current throughout the project a job data bank with information on business and industry, their hiring practices, job requirements, etc. This was used cooperatively with a microfiche reader supplied by ESD showing current job openings. The job openings are updated daily.

Activity 2.6

The placement system was utilized throughout the two-year project to assist the targeted populations in securing employment.

Activity 2.7

Throughout the project, the staff worked closely with school counselors and officials to work with potential dropouts as identified by high school counselors and school officials.

Activity 2.8

Throughout the project, the staff assisted learners to plan their time to achieve personal and vocational goals and develop strategies and habits that would aid in obtaining and holding a job. This was done through personal counseling and career orientation and awareness sessions.

Activity 2.9

By the end of the second term, 1978-79 school year, the coordinator had made plans to initiate the placement system and coordinate all job placement activities with counselors, teachers, etc. to avoid duplication of effort. This resulted also in a sharing of information and materials.

Activity Timetable, page 4

Activity 2.10

The project staff utilized the Employment Security Division to the maximum extent possible and cooperated with them fully in providing job placement services. The director was a member of the Advisory Council for the project. The use of the micro-fiche reader and updated job openings contributed greatly to the success of the program.

Activity 2.11

Throughout the project, the coordinator maintained liaison between the schools, business and industry, social agencies and other community organizations.

Activity 2.12

The coordinator constantly analyzed the records of the placement system and devised ways to improve the previous services.

Activity 2.13

The coordinator maintained follow-up contact with the individuals who were placed on jobs through services of the project. He sought to determine ways he could further assist them in becoming successful employees, as well as soliciting information from them on how the project could be even more effective.

Activity 2.14

The plan for career orientation, job placement and other services for early school leavers as developed for this project is a part of this report. It is not a complicated process; rather, it had never been defined and a person utilized to follow-through on the various components. This works well in the Fort Smith schools; however, no process can be exactly replicated in another.

The strategies developed will be continued, and probably in an even more successful manner. The one failing of the proposal as submitted was that one person cannot do everything for all groups of people. Mr. Sparkman has been assigned to the Alternate School Program and Dropout Prevention Center (formerly Rogers School), and he will continue to use these strategies, curriculum materials, etc. The ESD agreed that he could take the micro-fiche reader assigned to the project to his new assignment.

The Adult Education Center is maintaining a Career Orientation/Job Development program, has purchased a micro-fiche reader to maintain this service. A Job Developer/Job Placement staff member has been added. She will use the same materials for adults, and the high school students will be able to continue to use this facility.

The job data bank proved to be most successful, and will be maintained in both locations. Strong community linkage has been established, as evidenced by the Community Referral Guide which was developed and shared with local schools, agencies, etc.

FORMS DEVELOPED AND UTILIZED IN PROJECT

JOB DATA BANK INFORMATION SHEET

NAME OF BUSINESS _____

ADDRESS _____
Street Address or P. O. Box

_____
City State Zip Code

NAME OF CONTACT PERSON _____

TITLE _____ TELEPHONE NUMBER _____

TYPE OF BUSINESS _____

WHAT KINDS OF JOB USUALLY BECOME AVAILABLE? _____

(Brief Job Descriptions) _____

_____

_____

(Qualifications Necessary for Positions) _____

_____

_____

DO YOU EMPLOY PERSONNEL DIRECTLY OR THROUGH EMPLOYMENT SECURITY DIVISION?

_____

IF YOU EMPLOY DIRECTLY, HOW ARE POTENTIAL EMPLOYEES MADE AWARE OF THE JOB OPENINGS?

_____

_____

IS TESTING ADMINISTERED TO POTENTIAL EMPLOYEES EITHER BY YOU OR THE EMPLOYMENT SECURITY DIVISION? _____

DO YOU HAVE A COMPANY APPLICATION FORM TO BE COMPLETED? _____

DO YOU PREFER TO RECEIVE A RESUME FROM AN APPLICANT? _____

IF REFERRALS ARE MADE TO YOU FOR EMPLOYMENT, DO YOU PREFER THAT WE NOT SEND YOU THE FOLLOWING: (Please check if you would not want to employ)

_____Applicants with less than a high school education

_____Minorities and/or foreign-born applicants (particularly Indochinese)

_____Applicants over 50 years of age

_____Applicants with any physical handicap

IS IT POSSIBLE THAT WE CAN CONTACT YOU ON A REGULAR BASIS TO LEARN OF POSSIBLE JOB OPENINGS FOR WHICH WE MAY MAKE REFERRAL? _____

Period Covered _____

ACTIVITY REPORT
CAREER AWARENESS/JOB PLACEMENT COORDINATOR

Business/industry contacts _____

School counselor contacts _____

Administrator conferences _____

Community referral contacts _____

Vocational coordinator contacts (DE, CCE, COE, T & I) _____

Counselor, administrator visits to career lab _____

Civic organization contacts _____

Civic/school organization presentations _____

Conferences: potential early school leavers _____
(junior high _____ senior high _____)

Actual job placements (by target populations): _____
(1) Early school leavers enrolled in alternate program _____
(2) Youth and adults enrolled in adult education program _____
(3) In-school youth (referred by counselors/self-referrals) _____
(4) Early school leavers and adults enrolled in any school program _____
(5) Potential early school leavers (as identified by counselors, administrators, social workers) _____

Number referred for job interviews _____

Number who obtained jobs as result of using career lab/job bank/microfilm job listings _____

Number enrolled for career orientation program _____
(Daily classroom assignment)
Home visits: early school leavers/parents _____

Administered/interpreted Kuder Preference _____

Advisory council meetings _____

Advisory council members: Individual contacts _____

Employment Secruity Division contacts _____

Out-of-district visitations _____
(1. _____ (2) _____)

Complete three copies

CAREER AWARENESS AND JOB PLACEMENT PROJECT

STUDENT FOLLOWUP

NAME _____

ADDRESS _____

_____ ZIP _____

NAME OF SCHOOL ATTENDED _____ TELEPHONE NUMBER _____

REASON FOR FOLLOW-UP BY JOB PLACEMENT COORDINATOR:

_____ Missed five days during semester

_____ Missed nine days during semester

_____ Missed fifteed days; dropped from classes

_____ Dropped for disciplinary reasons

FOLLOW-UP WAS BY: _____ Home Visit _____ Telephone

_____ Visit with parents _____ All three

RESULT OF FOLLOW-UP _____

_____

_____

_____

STUDENT WILL TAKE PART IN THE FOLLOWING ACTIVITIES:

_____ Attend career awareness sessions preparatory to job placement

_____ Will enroll in the alternate high school program with plans to return to junior or senior high school next semester

_____ Will enroll in adult education program and work toward GED

_____ None of the above

REMARKS BY COORDINATOR: _____

_____

_____

_____

Darral Sparkman
Job Placement Coordinator

CAREER PLANNING GUIDE

Name_____ A. No._____

Address_____ S.S.No._____

_____ Date of Birth_____

Tel._____ Employed: Yes_____ No_____

Where:_____

Immediate Needs	Action Taken
1._____	1._____
2._____	2._____
3._____	3._____
4._____	4._____
5._____	5._____

Immediate Job Goal:_____

_____

Work History:_____

_____

_____

_____

_____

_____

Skills:_____

_____

_____

_____

Education:_____

_____

_____

CAREER PLAN

Goal: _____

Requirements	Tenative Schedule

ACTION PLAN

Services Needed	Action Taken	Date

Notes/Comments: _____

FOLLOW-UP

Date	Method	Comments
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Coordinator _____

APPLICATION TO SHADOW

NAME _____ DATE _____

ADDRESS _____

NAME OF FIRM _____

ADDRESS _____ TELEPHONE _____

NAME OF INDIVIDUAL TO BE SHADOWED _____

JOB TITLE AND/OR DESCRIPTION _____

_____

CONDITIONS FOR SHASOWING _____

TIME TO ARRIVE _____

CONTACT PERSON _____

DRESS AND/OR EQUIPMENT REQUIRED _____

_____
JOB-PLACEMENT CO-ORDINATOR

PREPARATION AND JOB EXPERIENCE OF INDIVIDUAL TO DATE:

_____

_____

_____

_____

_____

_____

_____

CAREER AWARENESS-JOB PLACEMENT PROGRAM

VICINITY TRAVEL LOG

MONTH_____

Day	From	To	Mileage	Person(s) Visited & Reason

_____

CAREER-JOB PLACEMENT COORDINATOR

CAREER MATERIALS BIBLIOGRAPHY

BIBLIOGRAPHY
FREE CAREER RESOURCE MATERIALS

Career information resource materials may be obtained by making a request to any of the listed companies. You should use a school letterhead.

Accountant

American Woman's Society
of Certified Public Accountants
Room 738
Chicago, Illinois 60604

National Association of
Accountants
919 Third Avenue
New York, New York 10022

National Recruitment Coordinator
Internal Revenue Service
U. S. Department of the Treasury
1111 Constitutional Avenue N. W.
Washington, D. C. 20224

Advertising

American Association of
Advertising Agencies
200 Park Avenue
New York, New York 10017

Fashion Institute of Technology
227 West 27th STreet
New York, New York 10001

Advertising Education Publications
3429 Fifty-Fifth Street
Lubbock, Texas 79413

Agriculture

Office of Personnel
U. S. Department of Agriculture
14th & Independence Avenue
Washington, D. C. 20250

Administrator, Health

American College of
Hospital Administrators
840 North Lake Shore Drive
Chicago, Illinois 60611

Association of University
Programs in Health
Administration
1 Dupont Circle N. W.
Washington, D. C. 20036

Hospital Financial
Management Association
840 North Lake Shore Drive
Chicago, Illinois 60611

Agronomy

American Society of Agronomy
677 South Segoe Road
Madison, Wisconsin 53711

Air-Conditioning & Heating

American Society of Heating,
Refrigeration & Air-
Conditioning Engineers
345 East 47 Street
New York, New York 10017

National Oil Fuel Institute
60 East 42nd Street
New York, New York 10017

Agriculture Cont'd

American Farm Bureau Federation
225 Touhy Avenue
Park Ridge, Illinois 60668

Airline Mechanics

Braniff Educational Systems
Incorporated
P.O. Box 35001
Dallas, Texas

Airline Steward and Stewardess

Airline Stewards & Stewardesses
Association
Transport Workers' Union of America
205 West Wacker Drive
Chicago, Illinois 60606

Air Transport Association
of America
1000 Connecticut Avenue
Washington, D. C. 20036

Aluminum Industry

The Aluminum Association
420 Lexington Avenue
New York, New York 10017

Archaeology

Archaeological Institute of America
260 West Broadway
New York, New York 10013

Architect

Education and Research Department
American Institute of Architects
1735 New York Avenue N.W.
Washington, D. C. 20006

Air Pollution Control

Air Pollution Control
Employment Bulletin
Ability Search
Davis Building, Suite 202
1629 K Street N.W.
Washington, D. C. 20006

Amusement Parks

Director of Personnel
Employment Office
Disney World
Orlando, Florida 32802

Animal Science

American National Cattlemen's
Association
1001 Lincoln Street
Denver, Colorado 80201

Apparel Industry Occupations

American Apparel Manufacturers
Association
200 K Street N.W.
Washington, D. C. 20006

Art

Department of Public Infor-
mation
Philadelphia College of Art
Broad and Pine Streets
Philadelphia, Pa. 19102

National Association of
Schools of Art
Suite 650
One Dupont Circle
Washington, D.C. 20036

Armed Forces, Women

OASD (M&RA)
Documents
Room 3D666
The Pentagon
Washington, D. C. 20301

Astronomy

American Astronomical Society
211 Fitz Randolf Road
Princeton, New Jersey 08540

Auctioneering

National Auctioneers
Association
136 Lakewood Drive
Lincoln, Nebraska

Audiology

American Speech and
Hearing Association
9030 Old Georgetown Road
Washington, D. C. 20014

Automobile Dealers

National Automobile Dealers
Association
2000 K Street N.W.
Washington, D. C. 20006

Aviation

Department of Transportation
Federal Aviation Administration
Washington, D.C. 20590

National Aerospace Education Council
Forrestal Building, Suite 300
600 Fifteenth Street N.W.
Washington, D.C. 20005

Art Gen'l

National Art Education
Association
1201 Sixteenth Street
Washington, D. C.

Public Relations Staff
General Motors Corporation
Detroit, Michigan 48202

Automotive Parts

National Automotive Parts
Association
Columbus Distribution
Center
845 Grandview Avenue
Columbus, Ohio 43212

Automobile Engineering

Ford Motor Company
Educational Affairs Dept.
American Road
Dearborn, Michigan 48121

Automotive Mechanics

Automotive Service Industry
Association
230 North Michigan Avenue
Chicago, Illinois

National Automotive Technician
Certification Board
4001 Warren Boulevard
Hillside, Illinois 60162

National Institute for
Automotive Service Excellence
1825 K. Street N. W.
Washington, D.C. 20006

Baker

Associated Retail Bakers of America
731-735 West Sheridan Road
Chicago, Illinois 60613

American Bakers Association
1700 Pennsylvania Avenue
Washington, D.C. 20006

Banking

The American Bankers Association
1120 Connecticut Avenue N.W.
Washington, D.C. 20036

National Association of Bank Women
111 East Wacker Drive
Chicago, Illinois 60601

Barber

Associated Master Barbers
and Beauticians of America
219 Greenwish Road
P.O. Box 17782
Charlotte, North Carolina 28211

National Association of Barber Schools
59 East 1700 South
Salt Lake City, Utah 84115

International Association of Barbers
4755 Kingsway Drive
Indianapolis, Indiana 46205

Biological Sciences

American Institute of Biological Sciences
3900 Wisconsin N.W.
Washington, D.C.

Educational Division
American Institute of Biological Sciences
1401 Wilson Boulevard
Arlington, Virginia 22209

Broadcasting

NAEB
1346 Connecticut Avenue
Washington, D.C. 20036

Broadcasting Cont'd

National Association of Broadcasters
Public Relations Department
1771 N. Street N.W.
Washington, D.C. 20036

Building Contractors

Associated Builders and Contractors
P.O. Box 8733
Baltimore - Washington
International Airport
Maryland 21204

General Building Contractors
Association
Suite 1212
2 Penn Center Plaza
Philadelphia, Pa. 19102

Business

American Assembly of Collegiate
Schools of Business
760 Office Parkway, Suite 50
St. Louis, Missouri 63141

Business and Professional
Women's Foundation
2012 Massachusetts Avenue N.W.
Washington, D.C. 20036

National Business Career Center
3839 White Plains Road
Bronx, New York 10467

Butcher

Amalgamated Meat Cutters
and Butchers
2800 North Sheridan Road
Chicago, Illinois 60657

Carpenter

United Brotherhood of Carpenters
National Forest Products Assn.
1619 Massachusetts Avenue
Washington, D.C. 20036

Chefs

Educational Director
National Restaurant Assn.
1530 Northlake Shore Drive
Chicago, Illinois 60610

Professional Chefs & Cooks
The Culinary Institute of America
North Road
Hyde Park, New York 12538

Chemistry

American Chemical Society
1155 Sixteenth Street
Washington, D. C. 20006

Community Relations
B.F. Goodrich Company
500 South Main Street
Akron, Ohio 44318

American Institute of Chemical Engineers
345 East 47th Street
New York, New York 10017

Chiropractic

American Chiropractic Assn.
Department of Information Services
2200 Grand Avenue
Des Moines, Iowa 50312

Citrus Growing

Sunkist Growers, Incorporated
Consumers Services
P.O. Box 7888, Valley Annex
Van Nuys, California 91409

Civil Engineer

American Society of Civil Engineers
345 East 47th Street
New York, New York 10017

Coal Industry

Education Division
National Coal Association
Coal Building
1130 Seventeenth Street
Washington, D.C. 20036

Commercial Artist

American Advertising Federation
Bureau of Education & Research
Suite 200
1225 Connecticut Avenue
Washington, D.C. 20005

Computers

American Federation of Information Processing Societies, Incorporated
210 Summit Avenue
Montvale, New Jersey 07645

Univac
Sperry Road Building
New York, New York 10019

Control Data Institute
Corporate Headquarters
8100 34th Avenue South
Box 0
Minneapolis, Minnesota 55440

Electronic Computer Programming Institute
Empire State Building
New York, New York 10001

Conservation

Soil Conservation Service
U.S. Department of Agriculture
Washington, D. C. 20250

Bureau of Land Management
Denver Service Center
Federal Center Building 50
Denver, Colorado 80225

Construction

AFL-CIO
Building & Construction
Trades Department
815 Sixteenth Street
Washington, D.C. 20006

Associated General
Contractors of America
1957 East Street
Washington, D.C. 20006

National Association of Women
in Construction
2800 West Lancaster
Fort Worth, Texas 76107

Cosmetology

National Association of
Cosmetology Schools
3839 White Plains Road
Bronx, New York 10467

National Beauty Culturists League
25 Logan Circle
Washington, D.C. 20005

Cosmetology Accrediting Commission
1601 Eighteenth Street
Washington, D.C. 20009

Cytotechnologist

American Cancer Society
219 East 42nd Street
New York, New York 10017

Data Processing

American Federation of Information
Processing Societies
211 East 43rd Street
New York, New York 10017

Data Processing Management Assn.
Public Relations Department
505 Busse Highway
Park Ridge, Illinois 60068

Dental Hygienists

American Dental Hygienists Assn.
211 East Chicago Avenue
Chicago, Illinois 60611

Dental Lab Technician

National Association of Dental
Laboratories
3801 Mount Vernon Avenue
Alexandria, Virginia 22305

Dental Laboratory Conference
1918 Pine Street
Philadelphia, Pa. 19103

Dentistry

American Association of Dental Schools
1625 Massachusetts Avenue
Washington, D.C. 20036

Division of Career Guidance
Council on Dental Education
American Dental Association
211 East Chicago Avenue
Chicago, Illinois 60611

Diesel Mechanic

Director of Education
International Association of Machinists
1300 Connecticut Avenue
Washington, D.C. 20036

Draftsman

American Institute for Design & Drafting
305 South Andrews Avenue, Suite 610
Fort Lauderdale, Florida 33301

Public Relations Staff
General Motors Corporation
Detroit, Michigan 48202

Driving Occupations

American Trucking Association
Educational Services
1616 P. Street N.W.
Washington, D.C. 20036

Biology

Ecological Society of America
North Carolina State University
Chapel Hill, North Carolina 27514

Ecological Society of America
Department of Biology
Rutgers University
Camden, New Jersey 08102

Electronics

Bell and Howell Schools
Administrative Offices
4141 Belmont Avenue
Chicago, Illinois 60611

National Electrical Contractors Assn.
Public Relations Services
7315 Wisconsin Avenue
Washington, D.C. 20014

Institute of Electrical and
Electronics Engineers, Inc.
345 East 47th Street
New York, New York 10017

Engineering

Society of Automotive Engineers
2 Pennsylvania Plaza
New York, New York 10001

American Society of Civil Engineers
345 East 47th Street
New York, New York 10017

Society of Petroleum Engineers
6200 North Central Expressway
Dallas, Texas

G.M. Corporation
Public Relations Staff
G.M. Building Room 1-101
Detroit, Michigan 48202

Society for Women Engineers
United Engineering Center
Room 305
345 East 47th Street
New York, New York 10017

Entomology

Entomological Society of America
4603 Calvert Road
College Park, Maryland 20740

Environment

U.S. Environmental Protection Agency
Office of Education
401 M Street S.W.
Washington, D.C. 20460

Farming

Farmer's Home Administration
Suite 1700
5610 Crawfordsville Road
Indianapolis, Indiana 46224

National Grange
1616 H. Street N. W.
Washington, D.C. 20006

Fashion

Fashion Institute of Technology
227 West 27th Street
New York, New York 10001

Food Industry

National Food Brokers Association
1916 M. Street N.W.
Washington, D. C. 20036

National Association of Food Chains
1725 Eye Street N.W.
Washington, D.C. 20006

American School Food Service Assn.
Box 10095
Denver, Colorado 80210

Institute of Food Technologists
Scholarship Center
221 North LaSalle
Chicago, Illinois 60601

Forestry

National Forest Products Association
Wood Industry Careers Program
1619 Massachusetts Avenue N.W.
Washington, D.C. 20250

Society of American Foresters
1010 Sixteenth Street N.W.
Washington, D. C. 20036

Funeral Service

National Funeral Directors Assn.
135 West Wells Street
Milwaukee, Wisconsin 53202

National Association of Colleges of
Mortuary Science, Incorporated
229 Park Avenue South
New York, New York 10003

Furniture Upholsterers

Upholsterers International
Union of North America
1500 North Broad Street
Philadelphia, Pennsylvania

Geological Sciences

American Geological Institute
5205 Leepsburg Pike
Falls Church, Virginia

Goldsmith

Society of North American Goldsmiths
5600 Walnut Street
Pittsburgh, Pa. 15232

Health Careers & Research

American School Health Assn.
107 S. Depeyster Street
Kent, Ohio 44240

American Hospital Association
Division of Career Information
840 North Lake Shore Drive
Chicago, Illinois 60611

American Heart Association
44 East 23rd Street
New York, New York 10010

Bureau of Health Manpower Education
Information Office
National Institutes of Health
9000 Rockville Pike
Bethesda, Maryland 20014

Epilepsy Foundation of America
1828 L. Street N.W.
Suite 406
Washington, D.C. 20036

National Health Council
1740 Broadway
New York, New York 10019

Chief, Bureau of Medicine
and Surgery
Attn: Code 3
Navy Department
Washington, D.C. 20390

National Environmental Health Assn.
1600 Pennsylvania Avenue
Denver, Colorado 80203

Home Builders

National Association of Home Builders
c/o Manpower Department
15th and M Street N.W.
Washington, D. C. 20036

Hospital Careers

American Hospital Association
840 North Lake Shore Drive
Chicago, Illinois 60611

Hospital Financial Management Assn.
840 North Lake Shore Drive
Chicago, Illinois 60611

Association of University Programs
in Hospital Administration
One Dupont Circle, Suite 420
Washington, D.C. 20036

Hotel Administration

Council on Hotel, Restaurant and
Institutional Education
1522 K Street N.W.
Washington, D. C. 20005

American Hotel and Motel Assn.
888 Seventh Avenue
New York, New York 10019

Hotel Sales Management Association
358 Fifth Avenue
New York, New York 10001

Hygienist

American Industrial Hygiene Assn.
210 Haddon Avenue
Westmont, New Jersey 08108

Insurance

College of Insurance
150 William Street
New York, New York 10038

Educational Services
Institute of Life Insurance
Health Insurance Institute
277 Park Avenue
New York, New York 10038

National Association of
Insurance Women
4848 South Peoria
Ben Crowley Building
Suite 202
Tulsa, Oklahoma

Interior Design

Fashion Institute of Technology
227 West 27th Street
New York, New York 10001

American Institute of Interior
Designers
730 Fifth Avenue
New York, New York 10022

National Society of Interior
Designers
315 East 62nd Street
New York, New York 10021

Jewelers

Retail Jewelers of America
1025 Vermont Avenue N.W.
Washington, D.C. 20005

Manufacturing Jewelers
and Silversmiths of America
Sheraton-Biltmore Hotel
Room S-75
Providence, Rhode Island 02902

Journalism

Information Center
Magazine Publishers Assn.
575 Lexington Avenue
New York, New York 10022

Association for Education Journalism
School of Journalism
University of Missouri
Columbia, Missouri 65201

American Newspaper Publishers
Association Foundation
P.O. Box 17407
Dulles International Airport
Washington, D.C. 20041

Landscape Architect

The American Society of Landscape
Architects
1750 Old Meadow Road
McLean, Virginia 22101

Law Enforcement

National Recruitment Coordinator
Internal Revenue Service
U.S. Department of the Treasury
1111 Constitutional Avenue N. W.
Washington, D. C. 20224

Law Enforcement Assistance Adm.
U.S. Department of Justice
Washington, D. C. 20036

Office of Information Service
International Assn. of Chiefs
of Police
11 First Field Road

Lawyer

American Bar Association
1155 East 60th Street
Chicago, Illinois 60637

Librarian

American Library Association
50 East Huron Street
Chicago, Illinois 60611

Special Libraries Assn.
235 Park Avenue South
New York, New York 10003

Logging

Pacific Logging Congress
American Bank Building
621 Southwest Morrison Street
Portland, Oregon 97205

Machinists

The National Machine Tool
Builders Association
2139 Wisconsin Avenue N.W.
Washington, D. C. 20007

International Association of
Machinists & Aerospace Workers
1300 Connecticut Avenue N.W.
Washington, D.C. 20036

Manufacturing

Manufacturing Agents
National Association
3130 Wilshire Boulevard
Los Angeles, California 90010

Society of Manufacturing Engineers
20501 Ford Road
Dearborn, Michigan 48128

Marine Technology

Miami Seaquarium
Public Information Office
30 Rickenbacker Causeway
Miami, Florida 33149

Mathematics

Mathematical Association of America
1225 Connecticut Avenue
Washington, D.C. 20036

Mathematical Sciences
Employment Register
P.O. Box 6248
Providence, Rhode Island 02904

National Council of Teachers
of Mathematics
1906 Association Drive
Reston, Virginia 22091

Mechanic

International Union, United
Automobile, Aerospace and
Agriculture Implement
Workers of America
8000 East Jefferson Avenue N. W.
Washington, D.C. 20006

National Automobile Dealers Assn.
2000 K Street N.W.
Washington, D.C. 20006

Public Relations Staff
General Motors Building
3044 West Grand Boulevard
Detroit, Michigan 48202

Medical Careers

American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

American Academy of Family Physicians
Volker Boulevard at Brookside
Kansas City, Missouri 64112

American Association of Medical Assistants
One East Wacker Drive
Chicago, Illinois 60601

American Medical Technologist
Executive Secretary
710 Higgins Road
Park Ridge, Illinois 60068

American Medical Women's Association
1740 Broadway
New York, New York 10019

Mental Health

American Psychological Association
1200 Seventeenth Street N.W.
Washington, D.C. 20036

National Association of Mental Health
1800 North Kent Street
Arlington, Virginia 22209

Metallurgy

American Society for Metals
Metals Park, Ohio 44073

Meteorology

American Meteorological Society
45 Beacon Street
Boston, Massachusetts 02108

National Oceanic and Atmospheric Adm
U.S. Department of Commerce
Personnel Divisions AD41
6010 Executive Boulevard
Rockville, Maryland 20852

Mining

Society of Mining Engineers of AIME
540 Arapeen Drive
P.O. Box 8800
Salt Lake City, Utah 84108

Modeling

Modeling Association of America
Office of the Executive Director
35 West 53rd Street
New York, New York 10019

Music Careers

Piano Technicians Guild
Box 1813
Seattle, Washington 98111

American Music Conference
150 East Huron Street
Chicago, Illinois 60611

Music Educators National Conference
8150 Leesburg Pike
Vilma, Virginia 22180

National Association of Schools
of Music
Suite 650
One Dupont Circle
Washington, D.C.

Nursing

American Alliance of H.P.E. & R.
1201 Sixteenth Street N.W.
Washington, D.C. 20036

American Association of Nurse Anesthetists
111 East Wacker Drive
Suite 929
Chicago, Illinois 60601

American Hospital Association
Division of Career Information
840 North Lake Shore Drive
Chicago, Illinois 60611

American Nurses' Association
Careers Program
2420 Pershing Road
Kansas City, Missouri 64108

American Nurses' Association
10 Columbus Circle
New York, New York 10019

National Association for Practical
Nurse Education and Service
1465 Broadway
New York, New York 10036

Nutritionist

American Home Economist Association
2010 Massachusetts Avenue N.W.
Washington, D. C. 20036

American Institute of Nutrition
Public Information & Educational Co,
9650 Rockville Pike
Bethesda, Maryland 20014

Institute of Food Technologists
221 North LaSalle Street
Suite 2120
Chicago, Illinois

Oceanography

Chief, Operations Branch
National Oceanic and Atmospheric Adm.
Rockville, Maryland 20850

Marine Technology Society
1730 M Street N.W.
Washington, D.C. 20036

Ophthalmologist

American Association of Ophthalmology
Room 304
1100 Seventeenth Street
Washington, D.C. 20036

Optical

Optical Society of America
2100 Pennsylvania Avenue
Washington, D. C. 20037

Guild of Prescription Opticians
1250 Connecticut Avenue N.W.
Washington, D.C. 20036

American Optometric Association
7000 Chippewa Street
St. Louis, Missouri 63119

Paraoptometric Program
American Optometric Associatic
7000 Chippewa
St. Louis, Missouri 63119

American Orthoptic Council
3400 Massachusetts Avenue
Washington, D.C. 20007

Painting

Painting and Decorating
Contractors Association
of America
2625 West Peterson Avenue
Chicago, Illinois 60605

National Joint Painting and Decorating
Apprenticeship and Training Committee
1925 K. Street N.W.
Suite 207
Washington, D.C. 20006

Paper Industry

American Paper Institute
260 Madison Avenue
New York, New York 10016

Park Service

National Park Service
Personnel Officer
Department of the Interior
Washington, D.C. 20240

Pathology

Intersociety Committee on
Pathology Information
9650 Rockville Pike
Bethesda, Maryland 20014

American Society of Clinical Pathologists
2100 West Harrison Street
Chicago, Illinois 60612

Pediatrics

American Academy of Pediatrics
1801 Hinman Avenue
Evanston, Illinois 60201

Personnel Administration

American Society for Personnel Adm.
19 Church Street
Berea, Ohio 44017

American Management Association
135 West 50th Street
New York, New York 10020

Pharmacology

American Society for Pharmacology
9650 Rockville Pike
Bethesda, Maryland 20014

Pharmacy

American Pharmaceutical Association
2215 Constitution Avenue N.W.
Washington, D.C. 20037

American Association of Colleges
of Pharmacy
Suite 800
8121 Georgia Avenue
Silver Springs, Maryland 20910

American Council on Pharmaceutical Educatio
77 West Washington Street
Chicago, Illinois 60602

Photography

Photographic Art and Science Fouucation,Inc
1100 Executive Way
Oak Leaf Commons
Des Plains, Illinois 60018

Society of Photographic Scientist
and Engineers
Eastman Kodak Company
343 State Street, Dept. 942
Rochester, New York 14650

Physical Education

American Alliance of H.P.E. and R.
1201 Sixteenth Street N.W.
Washington, D. C. 20036

Pilot

Airline Pilots Association
1625 Massachusetts Avenue N.W.
Washington, D.C. 20036

Plumber

Plumbing-Heating-Cooling
Information Bureau
35 East Wacker Drive
Chicago, Illinois 60601

Podiatrists

American Podiatry Association
3301 Sixteenth Street N.W.
Washington, D. C. 20010

Printing

Printing Industries of America
5223 River Road
Washington, D.C. 20016

International Typographical Union
P.O. Box 157
Colorado Springs, Colorado 80901

International Printing Pressman
and Assistant's Union of North America
1730 Rhode Island Avenue
Washington, D.C. 20036

Psychiatry

Roche Laboratories
Division of Hoffman-LaRoche, Incorporate
Nutley, New Jersey 07110

Psychologists

American Psychological Association
1200 Seventeenth Street N.W.
Washington, D.C. 20036

Public Relations

Career Guidance Public Relations
Society of America
845 Third Avenue
New York, New York 10022

Radio

Radio Television News
Directors Association
c/o WKAR
Michigan State University
East Lansing, Michigan 48824

Railroad

Association of American Railroads
American Railroads Building
Washington, D.C. 20036

Atchison, Topeka and Santa Fe
Railway System
Public Relations Department
80 East Jackson Boulevard
Chicago, Illinois 60604

Realtors

National Association of Realtors
155 East Superior
Chicago, Illinois 60611

Recreation

American Association for Health,
Physical Education and Recreation
1201 Sixteenth Street N.W.
Washington, D. C. 20036

National Recreation and Park Association
1601 Kent Street
Arlington, Virginia 22209

Retail Businesses

General Motors Corporation
Public Relations Staff
Room 1-101, G.M. Building
Detroit, Michigan 48202

National Retail Hardward Association
964 North Pennsylvania Street
Indianapolis, Indiana 46204

Roadbuilding

American Road Builders Association
525 School Street S.W.
Washington, D.C. 20024

Sanitarians

International Association of Milk, Food and Environmental Sanitarians
Shelbyville, Indiana 46176

National Environmental Association
1600 Pennsylvania
Denver, Colorado 80203

Savings and Loan Careers

American Savings and Loan Institute
111 Wacker Drive
Chicago, Illinois 60601

Science

Scientific Manpower Commission
1776 Massachusetts Avenue N.W.
Washington, D.C. 20036

General Electric
Educational Communications
570 Lexington Avenue
New York, New York 10022

National Science Teachers Assn.
370 Lexington Avenue
New York, New York 10017

Secretary

Columbia Ribbon and Carbon Manufacturing Company
Advertising Department
Glen Cove, New York 11542

Eaton Paper Company
75 South Church Street
Pittsfield, Massachusetts 01201

National Association of Legal Secretaries
3005 East Skelly Drive
Suite 120
Tulsa, Oklahoma

Shoemaking

Brown Shoe Company
Public Relations Department
8300 Maryland Avenue
Clayton, Missouri 63105

Shoe Service Institute of America
222 West Adams Street
Chicago, Illinois 60606

Social Work

Council on Social Work Education
345 East 46th Street
New York, New York 10017

National Association of Social Workers
2 Park Avenue
New York, New York 10017

Family Service Association of America
44 East 23rd Street
New York, New York 10010

Soil

Soil Conservation Service
U.S. Department of Agriculture
14th and Independence Avenue S.W.
Washington,D.C. 20250

Soil Science of America Incorporated
677 South Segoe Road
Madison, Wisconsin 53711

Speech and Hearing Therapist

Speech Communication Association
Statler Hilton Hotel
New York, New York 10001

American Speech and Hearing Association
9030 Old Georgetown Road
Washington, D.C. 20014

Steel Worker

American Iron and Steel Institute
1000 Sixteenth Street N.W.
Washington, D.C. 20036

Surgeon

American College of Surgeons
55 East Erie Street
Chicago, Illinois 60611

Telephone Industry

Communications Workers of America
1808 Adams Mill Road N.W.
Washington, D.C. 20009

Television

National Association of Broadcasters
1771 N. Street N.W.
Washington, D.C.

Television Information Office
745 Fifth Avenue
New York, New York 10016

Textiles

Textile and Apparel Marketing
Fashion Institute of Technology
227 West 27th Street
New York, New York 10001

Textiles Distributors Association
1040 Avenue of the Americas
New York, New York 10018

Theater Communications Group
15 East 41st Street
New York, New York 10017

Tool and Die

National Tool, Die and Precision
Machining Association
9300 Lexington Road
Washington, D.C. 20022

Travel Agent

Braniff Educational Systems Incorporated
P.O. Box 35001
Dallas, Texas 75235

Trucking

American Trucking Associations Incorporated
Educational Services, Supervisor, Education
Section
1616 P. Street N.W.
Washington, D.C. 20036

Urban Planner

American Institute of Planners
Room 800
917 Fifteenth Street N.W.
Washington, D.C. 20005

U.S. Department of Labor
Employment Standards Administration
Women Bureau
Washington, D.C. 20210

Veterinarian

Public Information Department
American Veterinary Medical Association
600 South Michigan Avenue
Chicago, Illinois 60605

Waiters and Waitresses

Educational Director
National Restaurant Association
1530 North Lake Shore

Watch Repair

American Watchmakers Institute
Box 11011
Cincinnati, Ohio 45211

Water Resources

University of Arizona Hydrology
and Water Resources Department
Tucson, Arizona 55720

Welder

American Welding Society
United Engineering Center
345 East 47th Street
New York, New York 10017

American Welding Society
2501 Northwest 7th Street
Miami, Florida 33125

Hobart School of Welding
Technology
Troy, Ohio 45373

Wholesale-Distributor

National Association of Wholesale-
Distributors
1725 K. Street N.W.
Washington, D.C. 200-6

Wildlife Conservation

Olin Corporation
Winchester-Western Division
Conservation Department
East Alton, Illinois 62024

Women's Careers

Womens' Bureau
Employment Standards Administration
U.S. Department of Labor
Washington, D.C. 20210

Writer

The Writer
8 Arlington Street
Boston, Massachuestts 02116

X-Ray Technology

American Society of Radiologic Technologists
500 North Michigan Avenue
Chicago, Illinois 60611